



This is a digital copy of a book that was preserved for generations on library shelves before it was carefully scanned by Google as part of a project to make the world's books discoverable online.

It has survived long enough for the copyright to expire and the book to enter the public domain. A public domain book is one that was never subject to copyright or whose legal copyright term has expired. Whether a book is in the public domain may vary country to country. Public domain books are our gateways to the past, representing a wealth of history, culture and knowledge that's often difficult to discover.

Marks, notations and other marginalia present in the original volume will appear in this file - a reminder of this book's long journey from the publisher to a library and finally to you.

### Usage guidelines

Google is proud to partner with libraries to digitize public domain materials and make them widely accessible. Public domain books belong to the public and we are merely their custodians. Nevertheless, this work is expensive, so in order to keep providing this resource, we have taken steps to prevent abuse by commercial parties, including placing technical restrictions on automated querying.

We also ask that you:

- + *Make non-commercial use of the files* We designed Google Book Search for use by individuals, and we request that you use these files for personal, non-commercial purposes.
- + *Refrain from automated querying* Do not send automated queries of any sort to Google's system: If you are conducting research on machine translation, optical character recognition or other areas where access to a large amount of text is helpful, please contact us. We encourage the use of public domain materials for these purposes and may be able to help.
- + *Maintain attribution* The Google "watermark" you see on each file is essential for informing people about this project and helping them find additional materials through Google Book Search. Please do not remove it.
- + *Keep it legal* Whatever your use, remember that you are responsible for ensuring that what you are doing is legal. Do not assume that just because we believe a book is in the public domain for users in the United States, that the work is also in the public domain for users in other countries. Whether a book is still in copyright varies from country to country, and we can't offer guidance on whether any specific use of any specific book is allowed. Please do not assume that a book's appearance in Google Book Search means it can be used in any manner anywhere in the world. Copyright infringement liability can be quite severe.

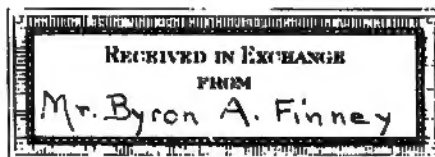
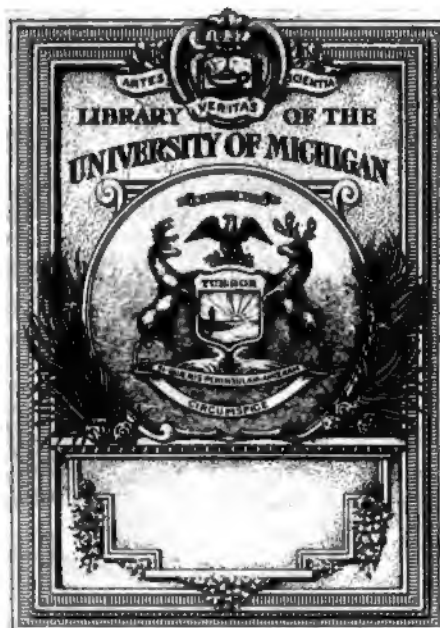
### About Google Book Search

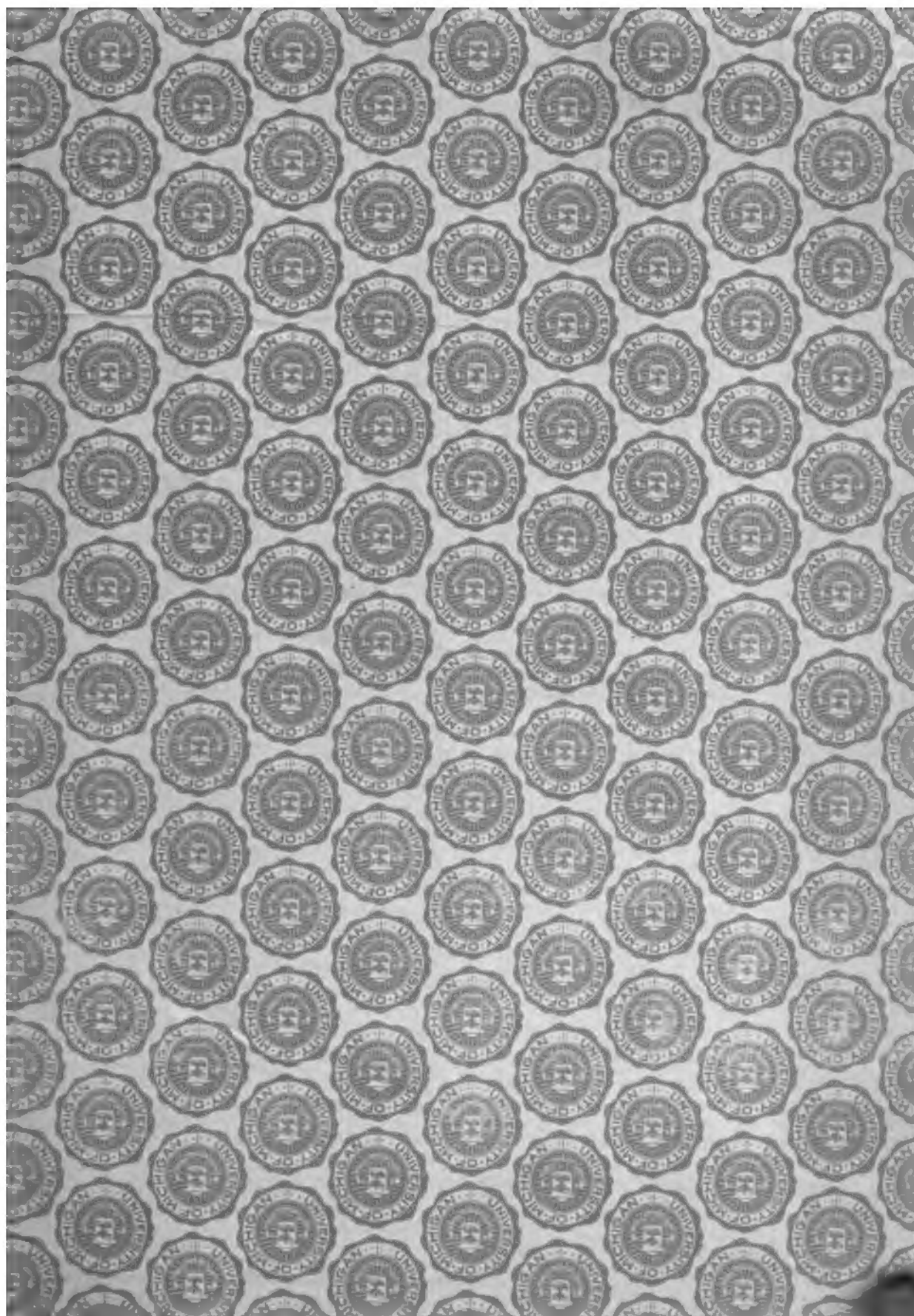
Google's mission is to organize the world's information and to make it universally accessible and useful. Google Book Search helps readers discover the world's books while helping authors and publishers reach new audiences. You can search through the full text of this book on the web at <http://books.google.com/>

B

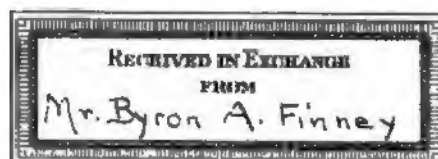
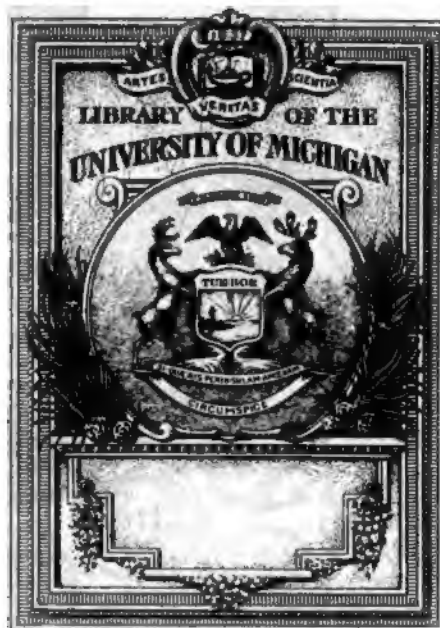
1,053,048

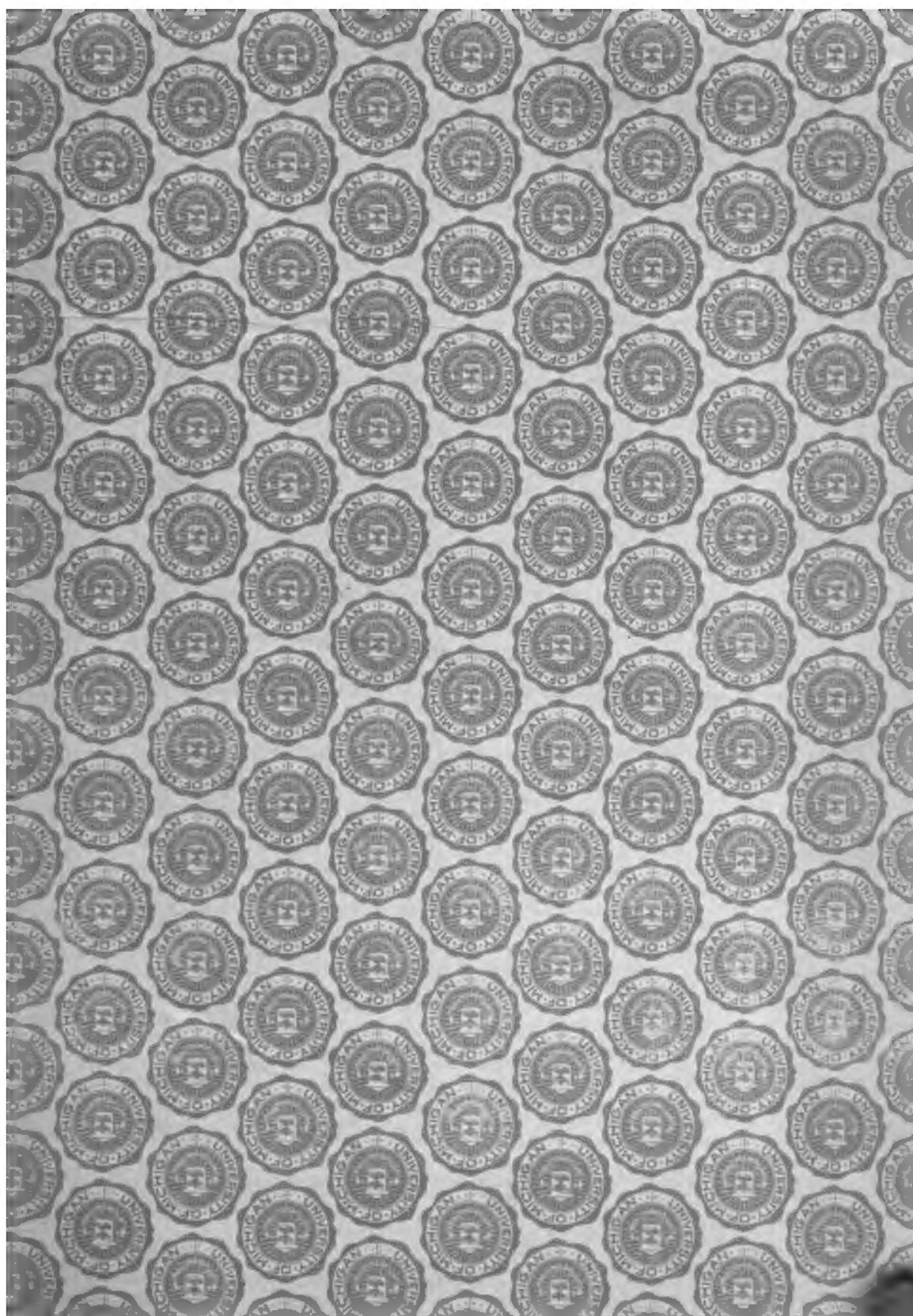




























3 S 00

73

511

72

# PAPERS AND PROCEEDINGS

OF THE

TWENTY-SECOND GENERAL MEETING

OF THE

# AMERICAN LIBRARY ASSOCIATION

HELD AT

MONTREAL, CANADA

JUNE 7-12

1900

PUBLISHED BY THE

AMERICAN LIBRARY ASSOCIATION

1900

# CONTENTS.

TITLE.	AUTHOR.	PAGE.
Address of the President . . . . .	<i>Reuben Gold Thwaites</i> . . . . .	1
Canadian libraries . . . . .	<i>James Bain</i> . . . . .	7
The prose writers of Canada . . . . .	<i>Dr. S. E. Dawson</i> . . . . .	11
Canadian poets and poetry . . . . .	<i>W. D. Lighthall</i> . . . . .	25
The Aberdeen Association . . . . .	<i>Miss E. E. Laidlaw</i> . . . . .	27
Volumes and circulation . . . . .	<i>A. E. Bostwick</i> . . . . .	29
The cost of preparing books in public libraries for the use of the public . . . . .	<i>B. C. Steiner</i> . . . . .	32
What classes of persons, if any, should have access to the shelves in large libraries? . . . . .	<i>S: S. Green</i> . . . . .	34
Character of permitted access to the shelves . . . . .	<i>P. B. Wright</i> . . . . .	35
The standard library . . . . .	<i>W: E. Foster</i> . . . . .	36
Access to a selected library: the Buffalo plan . . . . .	<i>H: L: Elmendorf</i> . . . . .	38
The duties and qualifications of assistants in open-shelf libraries . . . . .	<i>A. E. Bostwick</i> . . . . .	40
The trustee . . . . .	<i>T: L. Montgomery</i> . . . . .	42
The care of serial publications . . . . .	<i>J. T. Gersould</i> . . . . .	44
The college library <i>vs.</i> the university library . . . . .	<i>Isabel Ely Lord</i> . . . . .	45
Essentials of a good library law . . . . .	<i>W: R. Eastman</i> . . . . .	49
Lines of work which a state library commission can profitably undertake . . . . .	<i>Gratia A. Countryman</i> . . . . .	51
Co-operation of state librarians and state library commissions . . . . .	<i>C. B. Galbreath</i> . . . . .	54
State reports, digests, and statutes . . . . .	<i>Dr. G. E. Wire</i> . . . . .	57
Methods of inducing care of books, I. . . . .	<i>Mary E. Downsman</i> . . . . .	60
" " " " II. . . . .	<i>W: E. Foster</i> . . . . .	63
Children's books and periodicals . . . . .	<i>Abby L. Sargent</i> . . . . .	64
Picture work in children's libraries, I. . . . .	<i>Clara W. Hunt</i> . . . . .	66
" " " " II. . . . .	<i>Eva L. Moore</i> . . . . .	67
Story telling, lectures, and other adjuncts of the children's room . . . . .	<i>Frances J. Olcott</i> . . . . .	69
Report of the Co-operation Committee . . . . .	<i>E. C. Richardson</i> . . . . .	71
Co-operative cataloging and the A. L. A. Rules . . . . .	<i>Alice B. Kroeger</i> . . . . .	73
Co-operative cataloging: Estimate of cost . . . . .	<i>C. W. Andrews</i> . . . . .	78
Report on adjustments and organization . . . . .	<i>W: C. Lane</i> . . . . .	80
Report of the Committee on Library Schools . . . . .	<i>J: C. Dana</i> . . . . .	83
Report of the A. L. A. Publishing Section . . . . .	<i>W: C. Lane</i> . . . . .	86
Report of Committee on Public Documents . . . . .	<i>R: R. Bowker</i> . . . . .	91
Report on gifts and bequests, 1899-1900 . . . . .	<i>George Stockwell</i> . . . . .	92
Proceedings . . . . .		106
First Session . . . . .		106-117
Secretary's report . . . . .		106
Treasurer's report and necrology . . . . .		107
Report of Trustees of Endowment Fund . . . . .		110
Report of Committee on Foreign Documents . . . . .		112
Report on A. L. A. Exhibit at Paris Exposition . . . . .		112
Report of Committee on Library Schools . . . . .		112
Report of Committee on Library Tracts . . . . .		113
Report of Committee on Providing Cheap Postage for Books . . . . .		114
Report on gifts and bequests . . . . .		114
Revised constitution . . . . .		115
Second Session: Public meeting . . . . .		117-122
President's address . . . . .		117
Address of Sir Melbourne Tait . . . . .		117
Brotherhood of English-speaking men. <i>J. K. Hosmer</i> . . . . .		117
Work with children. <i>Miss C. M. Hewins</i> . . . . .		119
Travelling library movement. <i>Johnson Brigham</i> . . . . .		121
Third Session . . . . .		122-131
Report of Committee on Handbook of American Libraries . . . . .		122
Library work with children: papers and discussion . . . . .		122-131
Fourth Session: Joint meeting of Trustees' Section and Large Libraries Section . . . . .		131-135
Fifth Session . . . . .		135-138
Report of Committee on Public Documents . . . . .		136
Report on Co-operation with Library Section of N. E. A. . . . .		136
Report of Committee on International Catalog of Scientific Literature . . . . .		138
Report of Committee on Transliteration of Slavic Languages . . . . .		138
Report of Committee on System of Library Examinations and Credentials . . . . .		138
Canadian library and literary topics: Papers and discussion . . . . .		138
Sixth Session . . . . .		138-142
Photographs and photo-prints. <i>C: A. Cutter</i> . . . . .		138
Co-operative cataloging: Papers and discussion . . . . .		139-142
Seventh Session . . . . .		142-144
Amendment to constitution . . . . .		142
Invitation for 1903 . . . . .		143
Report of Committee on Resolutions . . . . .		143
Election of Officers . . . . .		143
College and Reference Section . . . . .		144-150
Large Libraries Section . . . . .		150-154
Round Table Meeting: Cataloging and catalogers . . . . .		154-162
Round Table Meeting: Officers of State Library Associations . . . . .		163-170
Round Table Meeting: State Library Commissions . . . . .		170
State and Law Library Section . . . . .		171
Trustees' Section . . . . .		171
The Social Side of the Montreal conference. <i>Bessie S. Smith</i> . . . . .		172
The Canadiana exhibit . . . . .		173
The Post-conference. <i>Helen E. Haines</i> . . . . .		174
Attendance register . . . . .		183
Attendance summaries . . . . .		188

# CONFERENCE OF LIBRARIANS.

MONTREAL, CANADA,

JUNE 7-12, 1900.

## TEN YEARS OF AMERICAN LIBRARY PROGRESS: ADDRESS OF THE PRESIDENT.

BY REUBEN GOLD THWAITES, *Secretary and Superintendent of the State Historical Society  
of Wisconsin.*

AT the close of a century, all of us become, in a measure, historians. Instinctively, the thoughtful man of affairs pauses upon the brink of the hundred years to review the status of his calling and its share in the progress of civilization, drawing from the past lessons either of warning or of inspiration. This is the key-note of the professional conferences of the present year. We librarians would surely be deemed eccentric were we not to take some account of ourselves on this occasion. For the sake of the historical record, and following the fashion of the year, I therefore devote my prescribed forty minutes to a consideration of library progress in America—not, indeed, to the progress of a century, for that would lead us very far afield, but to the progress of the past ten years, which is quite within the ken of the youngest of our number.

Scientists are fond of telling us that the science of to-day is not the science of ten years ago—another way of saying that the science of to-day is the science of all the past, expanded by the growth of its last decade. It is equally true that the American public librarianship of to-day is the librarianship of 1890, corrected by better methods, plus the broadened possibilities developed in the busy decennial period which has passed since this Association met at Fabyan's.

I think we will agree that public libraries were being, as a rule, most excellently conducted in America, previous to 1890. To assert otherwise would be stultifying the record of most of us. Nevertheless, in reviewing the progress of the remarkable decade now nearing its close, we can but be surprised at the many striking features of present-day librarianship which have either had their inception or been chiefly developed within these ten

years. State library commissions, inter-state, state, and district associations; library training schools; travelling and branch libraries; travelling pictures; library advertising; children's rooms; rooms for the blind; access to shelves; co-operation with teachers; co-operative cataloging; inter-library loans and exchanges; the general erection of superb library buildings; phenomenal gifts from philanthropists of library buildings and endowments; compulsory library legislation; improved methods of binding and issuing public documents—all of these, which to-day so largely engross the attention of American librarians, in their conventions and professional journals, are practically the outgrowth of this brief period. For the most part, they are efforts towards popularizing the library; and this is clearly the especial characteristic of our recent professional growth.

It was in 1890 that Massachusetts organized the first state library commission. There are now 17 such commissions in the United States, New Jersey and Iowa being the last to enter the field.\* Differing materially in composition and in methods, according to varying local conditions and standards, their common aim is to inspire communities with a desire for library service, to foster zeal in library work, to aid by advice and example, to unify methods, and to act as an agency for the application of public spirit and private bounty in the direction of library interests. The results have not been uniformly successful in all

\*State library commissions were formed as follows:

Colorado.....	1899	Minnesota.....	1899
Connecticut.....	1893	New Hampshire.....	1891
Georgia.....	1897	New Jersey.....	1900
Indiana.....	1899	New York.....	1897
Iowa.....	1900	Ohio.....	1896
Kansas.....	1899	Pennsylvania.....	1899
Maine.....	1899	Vermont.....	1895
Massachusetts.....	1890	Wisconsin.....	1895
Michigan.....	1899		

the states; for, like most library work, our commissions are still in the experimental stage. But in general it may be said that they have, in their brief service, done much good work, and methods are being bettered by experience.

Although the American Library Association was established in 1876, it was 14 years before a state association was formed—New York setting the example in July, 1890. There are now 20 state associations.\* Within the past three years, in some of the commonwealths which are territorially large, it has been found that sectional organizations are useful as feeders to the state conference, just as the state conferences are feeders to this international body; and inter-state meetings, like the one recently held in Washington, are growing in favor. City clubs have not been uniformly successful; they doubtless will never prosper where one library largely dominates all others; in a community where there are several libraries with strong individual characteristics, a club in which the social feature is made as prominent as the technical will surely win a place for itself. Over-organization is often decried by some of our conservative craftsmen; but the fact that so many subsidiary conferences are successfully conducted, argues that there is need for them in a country where distances are vast and local interests varied. Where not needed, such associations will soon wither, and thus over-organization cures itself. In organization lies power; from the communion of kindred spirits are born better things—a wider outlook, kindlier views, more catholic sympathies.

The pioneer library training school was founded at Columbia University in 1887. It became the New York State Library School upon its removal to Albany, in 1889; but it was

the following year before the school took upon itself the aspect which it wears to-day. Within the present decade have also been established other excellent schools at Pratt and Drexel institutes, and at the University of Illinois.† As with the training schools of all professions, they encounter more or less adverse criticism, from those wedded to older methods; but I think that our schools have fairly won the commendation of a large majority of our membership, and their continual improvement is evident. The first summer school for librarians, who are too busy to go to the large schools, was opened in 1891, at Amherst College; and now, similar courses are offered in New York, Ohio, Indiana, Wisconsin, and Minnesota, with an annually-increasing interest and attendance. In these days, librarians are not content with possessing zeal and energy—they demand special training, under well-equipped teachers; this they obtain most readily from the library schools, which are well supplemented by our two admirably edited journals,‡ serving as free parliaments for the craft.

In some respects, perhaps, the most hopeful of all forms of recent library popularization is the travelling library. New York first tried the experiment in February, 1893. To-day, it is a public institution, carrying on its mission in every state in the Union save Mississippi, Arkansas, and Oregon; neither does it exist in Alaska, Oklahoma, New Mexico, and Indian Territories. In Canada it is thus far only known to British Columbia.]

Perhaps nowhere on earth is human existence more hopeless than in the numerous small,

\* Following are dates of establishment of state associations:

California (formerly Central Cal.).....	1891	Michigan.....	1891
Colorado.....	1892	Minnesota.....	1891
Connecticut.....	1891	Nebraska.....	1895
Georgia.....	1897	New Hampshire.....	1890
Illinois.....	1896	New Jersey.....	1890
Indiana.....	1891	New York.....	1890
Iowa.....	1890	Ohio.....	1895
Kansas.....	1891	Pennsylvania.....	1892
Maine.....	1891	Vermont.....	1894
Massachusetts (including Rhode Island).....	1890	Wisconsin.....	1891

Sectional associations have been formed as follows:

Central California (became Cal. in 1898).....	1895
Southern California.....	1891
Bay Path (Massachusetts).....	1898
Western Massachusetts.....	1898
Western Pennsylvania.....	1896
Fox River Valley (Wisconsin).....	1898
North Wisconsin (travelling libraries).....	1896

† Training classes were started at Pratt in 1890, but there were no entrance examinations until 1893. The first class at Drexel was formed in 1892. The library school at Armour Institute, Chicago, was opened in September, 1893, and removed to the University of Illinois in September, 1897.

‡ The *Library Journal* was first issued in September, 1876; *Public Libraries* in May, 1896.

] Following are the dates of the establishment of the various systems of travelling libraries in the United States and Canada:

Alabama.....	1898	Minnesota.....	1898
Arizona.....	1900	Missouri.....	1898
California.....	1898	Montana.....	1899
Colorado.....	1896	Nebraska.....	1896
Connecticut.....	1898	New Jersey.....	1897
Georgia.....	1898	New York.....	1892
Idaho.....	1899	Ohio.....	1896
Illinois.....	1896	Pennsylvania.....	1896
Indiana.....	1899	Tennessee.....	1897
Iowa.....	1895	Texas.....	1899
Kansas.....	1898	Utah.....	1898
Kentucky.....	1896	Vermont.....	1899
Louisiana.....	1897	Virginia.....	1896
Maine.....	1899	Washington.....	1898
Maryland.....	1898	Wisconsin.....	1896
Massachusetts.....	1896	Wyoming.....	
Michigan.....	1895	British Columbia.....	1899



often decaying, hamlets of the United States, which are isolated from the strenuous life of more prosperous communities. The mental horizon of the majority of the people in such a village is narrow, their lives aimless, their aspirations dwarfed. Even to the boy in the city slums, few more incentives are offered, to low thinking and to actual vice; for in the city, are at least enough other lads from whom to pick his company, whereas at the cross-roads the vicious and the good are necessarily thrown intimately together, with the gossip of the postoffice, the hotel-saloon, and the railway station as their sole mental stimulus. The advent of a good travelling library into such a community, is a Godsend, bringing hope, inspiration, loftier ideals of life. Nothing more encouraging in modern reforms has been witnessed than the marked change already wrought by this single and comparatively inexpensive agency, in scores of wretched villages which hitherto had been dead spots in our American civilization.

The missionary of the travelling library system meets, in the more rural districts, somewhat different conditions. Here, the farmsteads are widely separated. The boy, busied with his round of "chores," and dealing at first hand with nature, has more with which to occupy his mind than has the somewhat pampered youth of the "corners," and is consequently less inclined to vice. But the adult rustic too often comes to find his toil a dreary task, and wastes his hours at the village, under pretense of trading; while his women-folk, with less relaxation, bent to their burden of cookery, chickens, and churning, grow haggard before their allotted time, and in their social isolation furnish an undue proportion of inmates of brain hospitals.

It was a blessed thought, worthy of the last decade of our remarkable century, to carry to these unfortunate people the blessing of good books. When the heralds of this new gospel first went forth into the clearings of northwest Wisconsin, in the month of May, 1896, it was found that the need was greater than had been realized. Dwellers in cities, daily surfeited with reading matter of every description, find it difficult to comprehend the conditions which prevail in regions where a stray copy of a magazine, several years old, is worn to shreds in the passing about from neighbor to neighbor; where illustrated journals are seldom if ever

seen; and the books which "everybody is talking about" are as unknown as the Koran or the Mahabharata. Travelling libraries and travelling pictures have now revolutionized the life and thought of hundreds of such communities on the hills, amid the forests, and on the prairies, from one end to the other of our land. The contemplation of philanthropy like this leads one to think more confidently of man's humanity to man.

At almost any large American city library of the present day, the work of popularizing books is seen in its highest development. Public taste is met more than half-way; it is aroused, cultivated, fed. The clientele of the library has come to be as varied as the lives of the people—old and young, grave and gay, from the boy of the slums to the president of the college. Advertising its attractions in the hotels, the street-car, and the newspapers, publishing reading lists for special occasions, posting prospectuses, and attractively displaying its new books, the large public library is everywhere going out to the people, urging them to come, to see, to enjoy.

Much of this energy in popularization is the product of the decennial period now drawing to a close; some of its most interesting features have but lately sprung from the brains of those strenuous "missionaries of the book" who are members of the American Library Association. Prominent among recent innovations are distinct collections and reading-rooms for children and for the blind. A desire to strengthen the commonwealth, by educating its future citizens, is at the bottom of our common school system, and sentiments of both humanity and self-interest induce us to establish special schools for the defective classes. In our day the library has come to be recognized as no less important than the schoolhouse in the system of popular education; like the school, it has at last become a democratic institution, in which the needs of every class of the people must be regarded.

The city branch library was not born of this decade, but it has herein reached its highest development. The idea of utilizing as branches the schools, hospitals, engine-houses, police-stations, and even shops and private houses, is distinctly novel; so, also, the thought of introducing neighborhood clubs, familiar talks upon books, art exhibits, and the loan of scientific collections, as features of branch library work. The spirit actuating these well-meaning efforts

for the betterment of the people is that which gives life to missions, social settlements, and child-saving, municipal improvement, and good citizenship clubs. The problems are those which also confront the settlement workers. The books must be pushed, but diplomacy is necessary. Once, at Hull House, in Chicago, an attempt was being made to introduce hygienic principles into the cookery of the neighborhood. A poor woman at last came, in utter despair, to remonstrate to Miss Addams. "I don't want," she cried between her sobs, "to have to eat *hyg'enes*; I'd rather eat what I'd rather!" Not only the librarian who works in the slums, but she who is trying to reform the reading of a village, must, to be successful, see to it that the "*hyg'enes*" are not only worthy but acceptable.

Perhaps in none other of its manifold activities has the American public library been so successful, within the ten years just past, as in its co-operation with the schools. This work was commenced at Worcester, Massachusetts, about twenty-five years ago, and was soon successfully adopted in a few other cities; but it is only within the past few years that it has come to be generally recognized as a necessary department of library administration. With its widened application, naturally have come important improvements and amplifications; so that it is fair to claim that the methods of to-day are to all intents and purposes the product of this remarkable decade. The public librarian who would best serve the schools, visits them and gains the friendship and confidence of the teachers. She invites the teachers to hold meetings in the library, wherein the resources of the collection are examined, the indexes and books of reference explained and discussed, and the forthcoming term's work outlined; the teachers, on their part, informing the librarian in advance as to the lines of work along which they purpose to conduct their classes. The teachers occasionally bring their classes to the library, and the simpler methods of consultation are exemplified, so that the child should, by the time he enters the high school, understand how to consult many of the ordinary sources of reference.

Boxes of books for instruction and entertainment, selected by the teachers, are sent to the schools—sometimes classified by grades; and travelling school libraries, to assist in certain courses of study, are not uncommon. Add to

this, the posting in the schools of bulletins and classified lists, the children's room at the library, the special card catalog of children's literature, and the organization among pupils of "library leagues,"—whose members are pledged to read certain specified books, and to treat all books as if they were personal friends,—and we have a community of interests between school and library, which can but make for a higher intelligence in the generation which is to succeed us. The teachers themselves, burdened with often excessive curricula, and with the ever-increasing machinery of school administration, undoubtedly were, as a profession, slow to recognize the practical utility of the library in their work; and, even after the recognition became inevitable, there were many who looked askance at this new labor-making device. But the relationship between these two great factors in public education is at last firmly established, and has come to stay. It was in recognition of this relationship that New Hampshire, in 1895, placed both schools and libraries upon the same plane before the law, by making the establishment and maintenance of libraries compulsory.

In 1896, the Wisconsin State Teachers' Association first organized a library section; and, the following year, the National Educational Association appointed a committee upon "the relations of public libraries to public schools," with instructions to propose "methods of co-operation by which the usefulness of both may be increased." The inquiry inaugurated by this committee has been continued as a permanent feature of the work of the National Council of Education.\*

Another interesting development of library work, peculiar to this decade, is the relationship between the library and the women's study clubs. Our land is still relatively new; American men are yet busy laying the foundations for family fortunes; many of their sons or grandsons will be men of cultivated leisure, men with time and inclination for carrying serious studies into adult life. Meanwhile, the lamp of self-culture is, for the most part, being borne aloft by our women. To meet their multitudinous and omnivorous demands for information, the librarian is hard pushed; that he generally succeeds, speaks well for his resourcefulness and diplomacy. In many large

\* See the excellent Report of the committee, dated May 31, 1899. (Chicago: University Press, 1899. Pp. 80.)

city libraries, the schools and the study clubs together absorb a large share of the time and energies of the reference staff. A few years ago, university extension centers were the chief patrons of the reference room; but extension lecturing has passed its prime—the woman's club appears to have largely taken its place. What will succeed the club, none can foretell; we may be well assured, however, that the tactful librarian will be ready to greet and to satisfy the new comer.

Freedom of access to shelves is a distinctly recent innovation. A few large and many small city libraries now grant practically complete access, reserving only rare and costly books. Others give partial access—for instance, in the children's room, the department of popular fiction, and the reference-room; many such would be willing to allow full access, were their rooms suited for the purpose; while a considerable proportion of the newest buildings, especially in small cities, have been designed with this end in view. It seems highly probable that, long before the close of another decade, open shelves will be the rule, not the exception.

Inter-library loans, especially between reference libraries, are now more frequent than ever before. Boards of trustees are gradually amending their rules, so as to permit their librarians, within certain obvious limitations, to both lend and borrow from sister institutions. Distances with us are so enormous, that the investigator cannot readily pass from one center of research to another; by overcoming in some measure this barrier to free intercourse, a blessing is conferred upon American scholarship.

Popular attention has been so strongly attracted by the evolution of the library as a municipal institution, conducted upon the most advanced principles in an age of audacious experiment, that many are apt to lose sight of the fact that the oldest type of library, that of the college and the learned society, has in America, at least, not remained stagnant amid the general advancement. Heirs of the old monastic institutions and the guilds of scholars, these bodies generally administer their libraries with cautious conservatism. Yet we find the best of them quite abreast of the age, growing rapidly in size, energy, and efficiency; and, while not easily affected by fads, willing to accept improvements, and to conduct experiments for the benefit of the craft.

It is quite within the present decade that our finest American library buildings have been erected. The Library of Congress heads the list with a structure costing \$6,300,000, the largest and most beautiful of its class in the world. The building which houses the Boston Public cost \$2,300,000, and easily leads in size and comeliness the city libraries of the country. The new and stately home of the Chicago Public cost \$2,000,000; that of Columbia University, \$1,200,000; of Princeton University, \$650,000; of the Milwaukee Public and of the Wisconsin Historical Society, about \$600,000 each; and Newberry Library, Chicago, \$500,000. In addition to these, libraries costing from \$100,000 to \$200,000 each have, within the decade, been built in considerable numbers throughout the United States; and buildings averaging \$50,000 each, have become fairly numerous.

Many of these structures are the products of private bounty. In endowments and in gifts for books, also, our American libraries have been liberally treated within the past ten years. Unfortunately, accurate statistics have not been kept; but, so far as is shown by the incomplete reports made to this Association and to the *Library Journal*, it appears that since 1890 the vast sum of approximately \$24,000,000 has been bestowed upon American libraries for buildings, books, and maintenance. As this computation omits the many individual gifts which fell below \$1000 each, it is fair to assume that the total, as here given, falls 10 per cent below the actual figures. These private benefices, together with correspondingly generous expenditures of public money within the same period, aggregate a sum probably larger than the entire previous expenditure for libraries in the history of the United States.

In what has thus far been said relative to American library progress in the closing decade of the nineteenth century, account has only been taken of the library in its relation to the people. No less remarkable has been the development of professional methods, the evidence of which is less obvious to the public, although the results make in a high degree for the economy and efficiency of our service in its behalf.

Prominent in this department of growth has been the recent marvellous development of mechanical contrivances, with which American libraries of the most modern type are now well equipped. Mention might also be made of rad-

ical improvements which librarians have, in the last few years, brought about in the care and distribution of the printed documents of the United States and of several of the state governments. But it is in the direction of professional technique that we are now chiefly concerned; and herein it will probably be agreed that co-operation is the most distinguishing characteristic of the decade. I have already alluded to inter-library loans, and to exchange of duplicates, systems essentially of a co-operative character. With the exception of "Poole's index,"\* which in its co-operative form first appeared in 1882, practically all of this class of work has been inaugurated within the past ten years. Guides to reading, bibliographical bulletins, selected lists of books, all are in effect co-operative; for, although primarily intended for the use of the libraries issuing them, their general circulation as exchanges, and their adoption by sister institutions, considerably lessen the necessity for others working out these problems for themselves. The publication, under the auspices of this Association, of annotated lists, and of the "A. L. A. catalog," have been co-operative undertakings of the decade, and enterprises of this character will soon increase in number and importance. The Publishing Section itself, practically the co-operative machinery of the Association, was born only in 1886, and has continuously proved the necessity for its being.

The Association's standing Committee on Co-operation has, conference by conference, done much to help along this missionary effort toward increasing library usefulness by avoiding needless repetition of effort. At this present conference the Committee will offer a scheme for co-operative cataloging, which gives fair promise of revolutionizing existing methods in the most costly department of library administration. It has for many years been commonly remarked among us that for each library laboriously to catalogue its own books, is an appalling duplication of labor that might better be expended in other directions. The institution

of a central cataloging bureau, and the sale at cost of printed cards to subscribing libraries, is an obvious solution of the problem. But when, in 1893, the Library Bureau entered upon this work, which was afterwards assumed by the Publishing Section,† practical difficulties arose, so that the number of subscribers has been pitifully small. Differences in systems of classification and in catalogue rules were important objections to a universal acceptance of the scheme; but the chief stumbling block has been the fact that few libraries could afford to subscribe for cards which represented books that they did not own, and the Section has not heretofore thought it practicable to receive subscriptions for less than the entire output of the bureau. The Committee on Co-operation, working in harmony with the Publishing Section, has at last, after much thought and labor, evolved a method which it is hoped may remove most of these objections. Should the proposed method, after full consideration from practical points of view, be so fortunate as to meet the approval of this conference, the decade would be crowned by the adoption of one of the most notable reforms in the history of librarianship.

Until the sixth decade of this century‡ libraries for community use were practically divided into public or semi-public collections of tools for scholars, owned by states, colleges, and learned societies; and subscription libraries, mostly for light literature—in other words, reference libraries, available only for scholars, and popular libraries for those who could afford to pay. While not supplanting these older types, there has been developed, almost within our own day, the municipal library, a combination of both—the reference-room for the scholar, the circulation-desk for the multitude. In this form the library has at last become a public institution: for the people, by the people. As yet, however, it is far from being universal in its application. Although growing rapidly, and ranging in every degree between the splendid collection in the palace on Copley Square and the little travelling library in some

\* The first edition was issued by Dr. Poole in 1848; the second, in 1853. In 1876, at the first meeting of this Association, the enterprise was broadened and made co-operative, the first volume resulting therefrom being published in 1882. From 1883-89, continuations were published as supplements to the *Library Journal*. The "First supplement," an independent volume, was issued in 1888, the "Second supplement" in 1893, and the "Third supplement" in 1897. An annual "Poole" appeared in 1891; its successor, the "Annual literary index" (including essays as well as magazine articles), first issued in 1892, has been continued to date. The "A. L. A. index" was published in 1893, and the Cleveland "Cumulative index" began in 1896.

† The Publishing Section of this Association was established in 1886; for particulars, see *Library Journal*, v. 11, p. 357, 382, 404. The Library Bureau, a commercial corporation, began the issue of printed catalog cards for current books. The work was transferred to the Publishing Section in October, 1896, and since February, 1898, the work has included the printing of cards for selected periodicals and other literature.

‡ The oldest free library in the United States, the Boston Public, was founded in 1852.

log-house in British Columbia, this new democratic institution exists only in isolated spots. Many fields have yet to be worked before it becomes the common heritage of all our people. But librarians have the temper of propagandists; the missionary spirit is strong within them. Meetings like this refresh and hearten them for their work. The progress of the next ten years will surely be as great as that of the decade now drawing to a close, for we are but on the threshold of the possibilities that await us.

These possibilities will bring their attendant difficulties. The library problem differs but slightly from those of the schools and of philanthropy, and light is but beginning to shine upon those troublous paths. The city librarian, the village librarian, the custodian of the travelling library, has each his task before him, differing only in degree—how best to help his

neighbors to a higher plane of thought; how best to carry forward, along his chosen path, the torch of civilization.

In recognizing the dignity of our vocation as one of the agencies for human betterment, let us beware of overestimating our work. We have much to do, much to acquire. It is probable that many of the methods and even ideals of to-day will be rejected by the librarians of the morrow; this is inevitable, for we are ever progressing, and progress means change. If librarianship has in our day come to be recognized as a profession, it is because we have at last become imbued with the scientific spirit—are mutually helpful, continually awake to new impressions, eagerly receptive of new ideas and new ideals, ever experimenting, ever learning, ever broadening, ever building on the foundations of the past.

## CANADIAN LIBRARIES.

BY JAMES BAIN, JR., *Librarian Toronto (Can.) Public Library.*

AT a meeting of the Association held at the Thousand Islands in 1887 I had the honor of reading a paper on the past history and present condition of the libraries of Canada. My task on this occasion will be to continue that paper, to report upon the progress made since that period, and upon the present condition of the libraries throughout the Dominion.

I trust that I will not be held presumptuous in pointing out to our American friends, that like the United States, Canada is a federation of self-governing provinces, to each of which has been assigned by the central government, certain specified subjects for local administration. Among these is that of education, which of course, is inclusive of libraries. These provinces, extending from the Atlantic to the Pacific, have been settled or partially settled, in different ways, and at more or less recent periods. That in which we this year meet, will soon celebrate its 400th anniversary, and still preserves the language and customs which it brought from the land of the "fleur de lis." It will be necessary, therefore, to take each in detail, and I propose to commence with the extreme east and pass them in review to the far west.

Nova Scotia is the oldest of the English-speaking provinces, and is largely maritime. The population is scattered along the coast, and

in it there are to be found few large towns. Halifax, its capital, engrosses most of the libraries. The first and largest of these is the Legislative Library, with which has been united that of the Nova Scotia Historical Society, and numbers in books and pamphlets 32,500. It is specially rich in its early official mss., journals, records, and papers relating to the difficulties with the Acadians, and the troubles to which the early settlers were exposed. Of these a catalog was prepared in 1886. Dalhousie University, the largest university in the maritime provinces, has in its Arts Library 11,760 volumes, and in the Law Library 8000 volumes. The Nova Scotian Institute of Science, which regularly publishes its valuable Transactions, has a collection of books, principally on science, amounting to 3700. Halifax is fortunate in possessing a public library, which is called the Citizens' Free Library, and which under the energetic management of Miss Warren is doing excellent work. It now contains 22,300 volumes, and has recently issued a subject catalog worthy of the city. There is also a circulating library which is not free, containing 15,000 volumes, known as the Garrison Library. In Antigonish the College of St. Francis Xavier has 2500 volumes, mainly theological, and in Windsor the venerable King's University, with its numerous gifts from England, has a library which, though not large in number, contains many treasures. The

author-subject catalog, prepared by Mr. Piers in 1893, catalogs 7500 volumes. In Wolfville, in the Evangeline country, Acadia College has 8500 volumes.

Nova Scotia has thus nine libraries with a total of 90,020 volumes.

The little island of Prince Edward, lying in the Gulf of St. Lawrence, has only one town of any size, Charlottetown. It contains two libraries—that of the Legislature, which has 4800 books and pamphlets, and that belonging to the Bar, consisting of 2700 law books—making a total of 7500 volumes.

To the west of Nova Scotia lies the province of New Brunswick, peopled principally by the descendants of the Loyalists. St. John, the chief commercial city, has an active public library, containing 12,000 volumes, which is doing good work under Miss Martin's management. In the north end of the city a free library has been in operation for some years, containing 3000 volumes, and the Church of England Institute has thrown open its 2000 volumes to all subscribers of one dollar per annum. The legal profession has accumulated 3500 volumes. But the principal libraries of the province are to be found at the capital, Fredericton, the largest of which is the Legislative Library, amounting to 15,000 volumes, and the next, that of the University of New Brunswick, 8500. The Barristers' Society has also 3030. In the town of Sackville, Mount Allison College has now 8500 volumes. The total for the province is eight libraries containing 55,530 volumes.

Passing further west, we have the large province in which we now meet: Quebec—containing within its borders the wealthy and beautiful commercial capital of the Dominion, Montreal, and the picturesque and historic capital of the province, Quebec. Of the library of the richly endowed institution under whose auspices we are gathered and the results of the labors of Mr. Gould it is not necessary for me to speak further than to refer you to the figures which follow—"Si monumentum requiris circumspecte." The libraries of the city number 31 and contain 413,025 volumes, as follows:

Free public libraries.

Fraser Institute, estab. 1870, opened 1885; 35,000 vol. and pamph.

Has acquired the Mercantile Library and that of the Institut Canadien.

Chateau de Ramezay—estab. 1890, about 6000 vol. and pamph.

Does not lend books and has no catalog.

Montreal Free Library (under Jesuits' Church.) Estab. 1889—circulating only.

English section, 8,000 vol.; French section, 12,000 vol.—20,000 vol.

Managed as to English part by committee of three ladies; small printed catalog of English section only.

Westmount Free Public Library, opened 1899, 2500 vol.

Supported by town of Westmount, free to all as a reference library, circulating only to citizens of Westmount; dictionary card catalog.

Subscription, Institutes, etc.

Bibliothèque paroissiale de Notre-Dame, et du cercle Ville Marie. Belongs to Seminary of St. Sulpice, 16,000 vol.

Subscription soc. for six mos., which entitles to borrow one book at a time, on a deposit of soc.

Mechanics' Institute, estab. 1840; 14,162 and pamph.

Now re-classifying on Cutter's expansive system; printed catalog.

Grand Trunk Literary and Scientific Inst., 7150 vol.

Printed catalog.

Bibliothèque de l'Immaculée Conception (Jesuits' Parochial Library), 3000 vol.

Bishops' College (medical), 579 vol.

Ecole Normale Jacques Cartier, 12,500 vol. and pamph.

Laval University (branch of Laval at Quebec), Law, 8000; Medical, 4000—12,000.

Has only law and medical books.

McGill University, estab. 1856, 58,042 vol.

Author and subject card catalog incomplete; class E. C.

McGill Medical Library, 21,000.

One of the most complete medical libraries on the continent.

McGill University Affiliated Colleges.

Presbyterian College of Montreal, 16,000 vol. Manuscript catalog.

Congregational College of Montreal, 3500 vol. No catalog, book class E. C.

Montreal Diocesan College (now includes Synod Library), 4700 vol.

Dictionary card catalog; class E. C.

Wesleyan College, 3000 vol.

Montreal College, estab. 1800, 45,000 vol.

Property of the Seminaire de Notre Dame.

St. Mary's College (Jesuit), general library, 20,000 vol.; ref., 5000 vol.; St. Mary's Archives, students, 7000—32,000 vol.

Seminary of St. Sulpice, 50,000 vol.

With valuable archives.

Library of the Seminary of Philosophy, 20,000 vol.

Scientific and Special.

Architectural Association of the Province of Quebec, 250 vol.

Card dictionary catalog; class E. C.

Art Association of Montreal, 650 vol.

Printed catalog only.

Canadian Society of Civil Engineers, 1750 vol. No catalog nor classification.

Natural History Society—incorporated 1827, abt. 6000 vol.

No catalog nor classification.

Provincial Board of Health, 1500 vol.

Printed catalog.

Y. M. C. Association—founded 1854, 3800 vol. Printed subject and author catalog.

Y. M. C. Association—reorganized 1899, 632 vol.  
 Dictionary card catalog; class. E. C.  
 Law.

Advocates' Library—estab. Mar. 27, 1828, Incorporated 1849, 17,010 vol.  
 New York Life Law Library—estab. 1889 for use of Tenants only, 6500 vol.  
 Printed catalog.

The largest university library in the Dominion is that of Laval at Quebec, unrivalled for its collection of early Canadian historical material. Vicar-General Hamel has charge of its 110,000 volumes. The Legislative Library for the Province, which is in the Parliament Buildings, Quebec, has about 50,000 volumes; the Department of Public Instruction 11,000; the Legal Library of the members of the bar 13,000, and the Literary and Historical Society 19,000 volumes. In 1890 a free Workman's Library was opened at St. Roch's, one of the divisions of Quebec, which receives a subvention from the city and now contains 4000 volumes. In addition to these libraries in the city of Quebec, are to be found a town library in Sherbrooke containing 5000 volumes, and college libraries in St. Hyacinthe, Sainte Anne de la Pocatiere and Three Rivers, respectively 25,000, 13,000, and 7000.

The province has therefore 40 libraries containing 670,025 volumes.

The wealthier and more homogeneous province of Ontario has had for the past 18 years a free library act among its statutes. Under this act six cities and towns with 65,367 volumes had, when I reported in 1887 availed themselves of its permissive powers, which number has now increased to 120. There were also at that time 125 Mechanics' Institutes, containing 206,146 volumes, scattered throughout the province. These were supported partly by Government grant and partly by private annual subscriptions, but in 1895 the legislature passed an act converting them into public libraries. Permission was given to any municipal council to appoint a board of management, which was authorized to take over the Mechanics' Institute Library of the town or village and to carry it on as a free public library—the funds being provided by the Government and the municipality. When the municipality did not take over the library, power of incorporation was given to not less than 10 persons to form a body for the purpose of providing a public library, financial assistance being given by the Government. Thus the policy of the administration of Ontario has been steadily directed to the municipal ownership of libraries

and the putting them on a more permanent basis than can exist under associations of private individuals. As a consequence of this policy there are now in the province 406 public libraries, 120 of which are free and 286 partially so, these latter being almost entirely in the smaller towns and villages. The largest of these libraries, Toronto, contains 110,000 volumes and the smallest about 250. The united incomes for 1899 amounted to \$193,421, their assets were valued at \$935,976, they contained 862,047 volumes, and their issue of books for the year was 2,547,131.

The library which is maintained by the Legislature for its own use has grown rapidly during the past few years, under the management of Mr. Avern Pardoe, and now contains 70,000 volumes, and the Educational Library in the department of the Minister of Education, which is freely opened to all students, has 19,690 v.

From the number of higher educational institutions in the province we might freely anticipate a proportionate number of libraries. The largest of these, the University of Toronto, numbers 60,000; Queen's University, Kingston, has 36,000; Ottawa University 35,000. The total number of books reported from the 18 universities and colleges is 230,300.

The Law Society of Ontario is a corporation composed of the legal profession of the province, which among other duties provides for the training and examination of students-at-law, and has its library in Osgoode Hall, Toronto, numbering 29,894 volumes. It also aids in the formation and maintenance of local law libraries in each county town. These number 24, and their libraries contain from a few hundred to 4000 volumes each. They are estimated to contain a total of 50,000 volumes which gives the number of law books in Ontario libraries as 79,894. There are also 11 scientific and other societies whose collections of books number 25,736.

Summarizing these we find this province contains 439 libraries which are more or less open for public use and which have on their shelves 1,287,667 volumes.

Proceeding west, we have the province of Manitoba on the great prairie land in the center of the continent. Winnipeg almost entirely engrosses what libraries it has, and the largest of these is the Legislative Library, which inherited whatever small collection of books were in the Red River before the formation of the province. It now contains 17,435 volumes, and



is rich in papers and documents pertaining to the early days. The Literary and Historical Society have arranged with the city authorities to maintain a free library and have thrown open for reference their own library, which now numbers about 15,000 volumes. The University of Manitoba with its affiliated colleges has about 8000 and the Law Library of the Law Society 6000 volumes. These four libraries contain 46,435 volumes.

The Northwest Territories have a library in connection with its Legislature, at Regina, which contains about 3500 volumes.

Finally, facing the Pacific we have the province of British Columbia, which, though limited in population, in library matters is one of the progressive provinces of the Dominion. Two years ago, finding that many mining camps and isolated agricultural districts were without means of instruction, they organized a series of travelling libraries. During the past year 24 such libraries of 100 volumes each were circulating through the province, and it is believed were productive of much good. The Legislative Library, housed in the beautiful building at Victoria, contains nearly 6000 volumes, and the Law Library in the same place about 2000. In addition, Victoria contains a Public Library with 5000 volumes. The towns of Westminster and Vancouver have also free public libraries, the former containing 1500 volumes and the latter about 1000. Efforts are being made by the Legislative Librarian, Mr. Scholfield, to organize a Provincial Association which will do much to extend the library system within their borders.

British Columbia has therefore five libraries containing 14,500 volumes and 2400 in its travelling libraries.

I have not included in my estimate the libraries under the control of the Central Government at Ottawa. First among these is the principal library of the Dominion—the Library of Parliament—which now contains by estimate 200,000 volumes. Every one who has seen the beautiful building in which this collection is housed will regret that more space was not provided for accessions, and the problem of how to increase the available space without injury to the architectural effect is one which will soon have to be faced. The Library of the Geological and Natural History Survey is attached to the museum and contains 16,000 books and pamphlets. The Library of the Supreme Court consists of 19,500 law books. The

work of the Archivist of the Dominion, Dr. Douglas Brymner, is so well known that it is barely necessary to call attention to the remarkable collection of documents, original and copied, over which he exercises supervision. The library which is attached contains about 10,000 volumes, principally referring to Canadian history and topography.

At the Meteorological Office at Toronto, the collection of books principally on meteorology and magnetism numbers 5000 volumes.

These five Government libraries contain a total of 250,000 volumes.

It is a matter of regret that the free library system has not yet made greater progress within the Dominion, and that the only provinces which have adopted it are those of Ontario and British Columbia. The prospects are, however, encouraging. The fact that the cities of Halifax, St. John, Quebec, and Winnipeg have established libraries as part of their municipal organization, and that in Montreal the suburb of Westmount has made a commencement, shows that the necessity for them is being felt, and that the next stage of extending them throughout their respective provinces will follow in due course. In the meantime it will be seen from the figures given that the number of volumes within the Dominion has risen from 1,103,000 to 2,420,577; that special libraries are abundant, the larger cities being fully up to the average of American cities. The large number of universities and colleges throughout the older parts of the Dominion are turning out a body of graduates who must ultimately mould public taste and guide their fellow citizens into reading habits; and the meeting of the American Library Association in the principal commercial city of the Dominion will form no small factor in this educational work, emphasizing, as it does, the influence and extent of the work on this continent and the professional requirements of those to whom it is committed.

## SUMMARY.

	Libs.	Vols.
Nova Scotia.....	9	90,020
Prince Edward Island .....	2	7,500
New Brunswick.....	6	50,530
Quebec .....	41	670,025
Ontario .....	439	1,287,667
Manitoba .....	4	46,435
Northwest Territories .....	1	3,500
British Columbia .....	5	16,900
General Government libraries.	5	250,000
Total in 1900.....	512	2,420,577
In 1887.....		1,103,000
Increase.....		1,317,577

## THE PROSE WRITERS OF CANADA.

BY DR. S. E. DAWSON, *Queen's Printer, Ottawa, Canada.*

IT is not possible, in the compass of one paper, to give an adequate account of the prose writers of Canada. In the first place there is the difficulty of dealing with a bi-lingual literature, and then there is the difficulty of separating that which deserves mention from the current mass of printed communication; and when one is called upon—in this age of newspapers and magazines—to decide as to what is and what is not prose literature, the difficulty is enhanced by the fact that some of our best prose writers have never published a single detached volume.

In a general review such as this, it will be profitable to inquire into the circumstances under which Canadian literature originated, and by which it was directed into its actual channels, when we will at once perceive that, with reference to the history of the other nations of America, Canada is both young and old. Jamestown, the first English settlement on this continent, was founded in 1607. It has been desolate for 200 years; but Quebec—founded in 1608, only one year later—is still flourishing. Besides being brave soldiers and skillful seamen, both Samuel de Champlain and Captain John Smith were authors, and led the way in English and French prose writing in America; but there was a break in the continuity of development in the North, while in the South the colony of Massachusetts became the center of intellectual life, which, if it flowed in a narrow channel, was intense and uninterrupted.

Canadian literature and Canadian history open with the works of Samuel de Champlain. Champlain was an author in the fullest sense of the word; for he even illustrated his own works and drew excellent maps, which he published with them. His works include not only his voyages in Acadia and Canada, but his previous voyage to the West Indies and his description of Mexico. He wrote also short treatises on navigation and map making, which are still useful to explain early cartography. The edition of his works published at Quebec in

1870, under the auspices of Laval University, is a monument of the scholarship of the Abbé Laverdière, its editor, and of the generosity of its publisher. A librarian need not spend money upon original editions, for this is the most complete, and it is, besides, the most creditable specimen of the printer's art ever published in Canada.

From the time of Champlain down to the conquest of 1760 learned and cultivated men, ecclesiastics for the most part, wrote in and about Canada, but their books were published in Europe. Marc Lescarbot, a companion of Champlain, wrote in French a History of New France, and enticed "Les Muses de la Nouvelle France" to sing beside the rushing tides of the Bay of Fundy. Then came the long series of Jesuit Relations, the books of Father Le Clerq, the Latin history of Du Creux, the learned work of Father Lafiteau, the letters of Marie Guyart, the Huron Dictionary and the History of Father Sagard, the Travels of Hennepin, the work of Bacqueville de la Potherie, and the works of Father Charlevoix, still the great resource of writers on Canadian subjects. There were many others; there was de Tonty—never since Jonathan was there friend so faithful as he was to La Salle. There was Denys, the capable and enterprising governor of Cape Breton; and Boucher, the plain colonist of the frontier post of Three Rivers who stood up before the Great King and pleaded the cause of the despairing colony; and then, lest we become too serious, we have that frivolous young officer, the Baron de Lahontan, who paid off the pious priests of Montreal for tearing leaves out of his naughty pagan books by telling slanderous stories of all the good people of Canada.

But this literature, while considerable in extent, was not indigenous to the soil; although in quality it was, perhaps, superior to that of the English colonies. There were educational institutions and teaching orders and cultivated people; but education did not reach the mass. A printing press was set up at Cambridge,

Massachusetts, in the year 1639; but, one hundred and twenty years later, when Canada passed under British rule, there was not one printing press in the whole of New France. Even the card money was handwritten, and the *Ordonnances*—a sort of government debentures passing current as money—were printed in France. There was in New France a polite and cultivated society, but the literature which existed was a reflex of the culture of Old France—of the France of the Bourbon kings. This jealousy of the press in Canada is very remarkable, because there was at least one printing press in Mexico in 1539 and one in Peru in 1586.

Upon a people thus socially organized the English conquest fell with great force for, after the capitulation and at the peace in 1763 when New France was definitively ceded, the majority of the educated laymen emigrated to France and left the people without their natural leaders. It is to the honor of the clergy that they did not abandon their charge. Bowing to circumstances beyond their control, they severed their connections with the Motherland; and, if French literature in Canada now breathes with a national life all its own, it is due to the Church which sustained it in its time of sore discouragement. Literature could not flourish under such conditions; moreover, French and English Canadians had yet both to undergo many trials and many political and military experiences.

The English who first came to Canada did not come in pursuit of literature; and, besides, the air was charged with electricity; for the treaty of peace had scarcely been ratified when the Stamp Act was passed. In the ensuing struggle, after some hesitation, the new subjects of England sided with her; for, in the much-maligned Quebec Act, she had dealt justly, and even kindly with them, and they rallied to her support. The war swept to the walls of Quebec and yet the Commissioners of the Continental Congress could not sweep the province into the Continental union. Even the astute Franklin, in whose hands Oswald and Hartley and Lord Shelburne were as wax, and who was able to outwit even a statesman like Vergennes, was foiled at Montreal by the polite but inflexible resolution of the French Canadian clergy and gentry.

The tide of invasion receded and peace came

at last, but not repose; for with peace came the sorrowful procession of proscribed refugees who laid the foundations of English Canada. United Empire Loyalists they were called and United Empire Loyalists are their descendants to the present day. Well is it for us that they were educated men; for the institutions their fathers had helped to found had to be left behind, and they set their faces to the unbroken wilderness where the forest came down to the water's edge—where the only roads were Indian trails, or paths made by wild animals through the thickets. The time for literature had not come, for there were farms to be cleared and roads and bridges and churches and school houses to be built. All these lay behind them in the homes from which they had been driven. Clearly then, if we want original Canadian works for our libraries, we must pass over these years.

But not yet was this people to find repose, for our grandparents had scant time to organize themselves into civil communities when war broke out again, and they again took up arms for the principles they held dear. The struggle was exhausting, for they had to fight almost alone. The Mother-country could give very little assistance, because she was engaged in a life-and-death conflict with a world in arms. In that "splendid isolation," which has more than once been the destiny of England, the little half French, half English dependency stood firm, but her frontiers were again swept by invasion, and the destruction of war and subsequent recovery from its effects postponed again the era of literature; for our land was all borderland and felt the scourge of war in its whole extent. At last came peace, and the Canadian people could settle down to the normal development of their own institutions; but long, long years had been lost, and it was not until 1825 or 1830 that any interest in the pursuit of literature began to be felt.

And now that I have endeavored to make plain the circumstances which retarded the development of Canadian literature I will pass on to a short survey of the books of which it is composed, and you will find, as in fact might have been supposed, that our prose literature has naturally followed up those directions which had special reference to practical life.

No one, I think, but Rich had been devoting himself to the bibliography of American books

when Faribault published in 1837 at Quebec, in French, his "Catalogue of works on the history of America with special reference to those relating to Canada, Acadia, and Louisiana." He had served in the war, but when the Literary and Historical Society was founded he became one of its most active members. He was president and then perpetual secretary, and in his time were published many reprints of scarce works. He had been chief adviser in collecting the Americana in the parliamentary library which was burned in 1849, and he was then sent to Europe to make purchases to replace the loss. Faribault's catalog contains valuable notes, both original and extracted. It is now very scarce, a copy in the Menzies' sale bringing \$8. Morgan's "Bibliotheca Canadensis" is the next catalog in order. It is a work of great industry and covers the whole period from the conquest down to the time of its appearance in 1867. The same writer's "Canadian men and women of the time," published in 1898, practically continues the first work; for, although it contains notices of a vast number of people who are not in the remotest way connected with letters, yet all the *littérateurs* are there—all I said, inadvertently, for there are a few important names omitted.

In 1886 the late Dr. Kingsford published a book called "Canadian archæology," dealing with early printed Canadian books, and he supplemented it, in 1892, by another—the "Early bibliography of Ontario"—for the first had been written too hurriedly to be accurate. Sir John Bourinot has done excellent work in this field in his "Intellectual development of the Canadian people," Toronto, 1881, and in a monograph for the Royal Society of Canada, "Canada's intellectual strength and weakness," 1898. A work of great value on Canadian bibliography has been written by Phileas Gagnon, "Essai de bibliographie Canadienne"—a handsome octavo of 722 pages, published by the author at Quebec in 1895. It contains valuable notes and facsimile reprints of rare title-pages. Besides these there is an exhaustive annotated Bibliography of books printed in New Brunswick by Macfarlane, St. John, 1895; Lareau's "Histoire de la littérature Canadienne," Montreal, 1874; and Haight's "Catalogue of Canadian books," Toronto, 1896. I can mention only these few; there are besides innumerable monographs in French and English, sepa-

rate and in magazines, for the subject is a favorite one with Canadians. The catalogs of the parliamentary library at Ottawa and the public library at Toronto are also very useful to collectors and students.

The English kings had no jealousy of the printing press. William Caxton had a good position at the court of Margaret Plantagenet, Duchess of Burgundy, and her brother, King Edward IV., received him with favor. In 1503 two of his apprentices were made King's Printers, and since that time there has always existed by patent a royal printer (*Regius Impressor*) through whom alone the orders and proclamations of the government have been issued.

The office of King's Printer became thereafter an important factor in English administration, and it was introduced into all the colonies. No sooner, therefore, was Canada finally ceded in 1763 than a printing office became a Government necessity at Quebec. In 1764 Brown and Gilmour published the *Quebec Gazette* by authority, and in 1767 a folio volume of Ordinances. William Brown continued to print for the Crown, but the first imprint which appears to indicate the existence of a formal Royal patent, direct from the Crown, is that of William Vondenvelden in 1797. John Bennett was King's Printer in Upper Canada in 1801. Christopher Sower was King's Printer in New Brunswick in 1785, and John Bushell was King's Printer in Nova Scotia as early as 1752. In 1756 we find his name affixed to a proclamation offering £25 for every Micmac scalp. Settlers on the outskirts of Halifax had been losing scalps; for the Micmacs made their collection a labor of love, and the Abbé le Loutre, who controlled the Micmacs, could buy 18 British scalps for only 1800 livres. Naturally they had to bid higher at Halifax. All this did not invite to literary pursuits; but the volumes of statutes and official documents were well printed, and, if literature did not flourish, it was not for want of a printing office. These volumes were books, but not literature, and cannot be noticed here.

It will be of interest to say a few words about the first books—the Canadian *incunabula* so precious to bibliophiles. The first book printed at Quebec was "Le catéchisme du diocèse de Sens," Brown & Gilmour, 1764—one year after the cession. Only one copy is now known.

Then followed an "Abridgement of Christian doctrine," in Montagnais, by Father Labrosse, in 1767. Then Cugnet's "Traité de la loi des fiefs" — and other branches of the old French law, for it was in four parts — William Brown, 1775. Cugnet was a very able man. He was Clerk to the Council and assisted the English Government by advising them upon the old laws of Canada.

The first book printed at Montreal was "Le règlement de la Confrérie de l'adoration perpétuelle du Saint Sacrement," Mesplet & Berger, 1776. Then we have "Le juge à paix" — a translation of a portion of Burns' "Justice of the peace" — by J. F. Perrault, a volume of 561 pages, 8vo, printed by Mesplets in 1789. Religion and law are the two organizing factors of society, and this practical people were chiefly concerned with conduct in this world, not forgetting regard to the next — in which everybody fully believed. Later on, in 1810, we find the imprint of Nathan Mower on a reprint of Bishop Porteous' "Evidences." In 1812 appeared Blyth's "Narrative of the death of Louis XVI.;" and, in 1816, a volume of Roman Catholic prayers in Iroquois. These are not all the books printed in those years, but the titles indicate the tendencies of the people.

We have in Huston's "Répertoire nationale" (the first edition of which is very scarce, but which was reprinted in four vols. at Montreal in 1893) a collection of extracts — in fact, a cyclopædia of native French Canadian literature from the earliest times down to 1848. One piece alone (a poem) bears date prior to the English period. It is dated 1734. From 1778 to 1802 there are only 12 articles. It was not until 1832 that the French national spirit became thoroughly awake, and from that year the extracts became increasingly numerous. The first books in general literature began to appear in 1830 and 1831, and, in 1832, the Legislative Assembly passed the first Copyright Act. That year, then, would be a convenient date from which to reckon the revival of literature in Canada.

The first book in general literature published in Upper Canada was a novel, "St. Ursula's Convent; or, the nun of Canada," printed at Kingston in 1824. There was also a press at Niagara (on the Lake) which did some reprinting; for we find that, in 1831, Southey's "Life of Nelson" and Galt's "Life of Byron" were

printed there. The same press issued in 1832 an original work by David Thompson, a "History of the War of 1812."

I cannot pretend, in a paper like this, to give more than a general indication of the extent of publication in those days. There were books and pamphlets I have not mentioned; but there were very few books published in Lower Canada before 1833, and in Upper Canada before 1841. During all that period, however, there were many prose writers, for the newspaper press was very active, and, in the times before telegraphs, the newspapers contained more original matter, compared with advertisements, than they do now. Newspapers were diligently read and editorials were more valued than now.

The political circumstances of Canada are so exceptional that almost every problem which can arise in the domain of politics has been, at some time or other, encountered by our statesmen. Questions of race, of language, of religion, of provincial autonomy, of federative union, of the relative obligations between an imperial central power and self-governing colonies, have all been of necessity threshed out in the Dominion of Canada. Their underlying principles have not only been laid bare, but legislation has built firm social and political structures upon them. For this reason there has always been a great deal of political pamphleteering in Canada which, in later days and in larger communities, would have expanded into books. I have a great respect for a pamphlet upon a serious subject; because I feel sure the author did not write it for money, but because he had something to say. Pamphlets come hot from the brain of a man who cannot help writing. Great revolutions have been wrought by pamphlets falling, like burning coals, upon inflammable materials. Many of the pamphlets relate to the union of the colonies. Many of them look forward to the organization of the Empire, but able though many of them were, the times were not ripe.

For the reasons cited above, the number of our prose writers who have devoted their labors to constitutional and parliamentary history and law is large. Two, however, stand out before all the others and have won high reputation throughout Britain and her colonies. Dr. Alpheus Todd and Sir John Bourinot are known wherever parliamentary institutions are studied.

Dr. Todd's chief work, "Parliamentary government in England," is one of the great standard authorities. It has passed through two editions, and a condensed edition has been published by a leading English writer. It has also been translated into German and Italian. He wrote also a work, indispensable to the self-governing colonies of the empire, "Parliamentary government in the British colonies," in which is set forth, in clear detail and with abounding references, the mode of adaptation of the British Parliamentary system to all the diverse colonies of the Empire.

The name of Sir John Bourinot, the clerk of the House of Commons, must frequently be mentioned in any account of Canadian literature. His literary work is large in extent and is valued throughout all English-speaking communities. His "Parliamentary procedure" is the accepted authority of our Parliament. His "Constitutional history of Canada" is the best manual on the subject. His two series of "Lectures on federal government in Canada" and "Local government in Canada" have been published in the Johns Hopkins "University studies," and his "Comparative study of the political systems of Canada and the United States," read before Harvard University and the Johns Hopkins School of Political Science, has been published in the "Annals" of the American Academy of Political Science. On these and kindred subjects he has contributed largely not only to the periodicals of his native country, but to reviews in England and in the United States.

Although I have specially mentioned these two writers, there are many others who have done important work in this field; as, for instance, Prof. Ashley, now of Harvard, whose "Lectures on the earlier constitutional history of Canada" are highly esteemed, and William H. Clement, whose volume on "Canadian constitutional law" is the text-book at Toronto University. The field was very wide and from the first the problems to be solved after the cession were complex and difficult. A people, alien in race, religion, and language, and immensely superior in numbers, were to be governed, not as serfs, but as freemen and equals. It was a civilization and a system of law equal to their own with which the English had to reckon and with a religion which penetrated to the very foundation of society as deeply

as did their own national church. The subject is profoundly interesting and there is a mass of literature relating to it. The English who came in immediately after the conquest sought to govern the country without reference to the institutions of the conquered people, and the early English governors, General Murray and Lord Dorchester, were to the French Canadians a wall of defence. The period may be studied in the works of Baron Maseres, a man of great ability, who was Attorney-General of the Province and afterward Baron of the Exchequer Court in England. He was of Huguenot stock and had strong anti-Roman prejudices though personally very amiable. He could not see why the French should not prefer the English civil and ecclesiastical laws and wrote a number of books to persuade them to it. He could not see, either, how there could be a negative quantity in algebra and wrote a quarto volume to demonstrate the absurdity of that notion. Later on came the discussions which led to the division of the province and the separation of Upper from Lower Canada. Then followed the agitations of Papineau in the Lower, and Gourelay and Mackenzie in the Upper Province, with an abundant crop of pamphlets leading up to the reunion.

But while these were often party pamphlets, of no real value, there was also much writing by such men as the Howes, Sewells, Stuarts, Robinsons, Haliburtons, and others of refugee stock. These men were exponents of views of the destiny of the English race and the importance of an organization of the Empire which had been held by Shirley, Hutchinson, Dickenson, and even by Franklin himself in 1754 and down to a short time previous to the Revolution. The Loyalists had been, and these men were, as jealous of constitutional freedom as the leaders of the popular party. Their successors in our days, Col. Denison, Dr. Parkin, O. W. Howland, and the Imperial Federal League, are the heirs and representatives of the men who dreamed that great dream which Thomas Pownall (governor of the colonies of South Carolina, New York, and Massachusetts from 1753 to 1768) printed in capital letters in his "Administration of the Colonies" that "Great Britain might no more be considered as the kingdom of this isle only, with many appendages of provinces, colonies, settlements and other extraneous parts, but as a

great marine dominion consisting of our possessions in the Atlantic and in America united into a one Empire in a one centre where the seat of government is." The dream was shut up for many days, and even many years; for the times of the "Little Englanders" were to come; but it may be that, in the latter days, if not a *pax Britannica* a *pax Anglicana* may reach round the world—a peace of justice, of freedom, of equality before the law—and who can tell where the centre of the English-speaking world may then be.

The history of Canada and of its separate provinces has been the favorite theme of our writers of prose. The histories written during the French regime were published in France; but, soon after the cession, a new movement towards the study of Canadian history commenced. Heriot, Deputy Postmaster-General of Canada, wrote, in 1804, a "History of Canada" of which only one volume appeared, but it was published in London and had no original merit. The first really Canadian history was published by Neilson at Quebec in 1815. It is in two 8vo volumes and is very well printed. The author, William Smith, was clerk to the Legislative Assembly, and besides Charlevoix, of whose labors he made free use, he had the records of government at his service. Nevertheless, the work is not of much historical value. It is very scarce and a good copy will bring about \$40. Robert Christie, a Nova Scotian by birth, is the next in order of date and his literary work extends over a long life. He wrote a volume on the "Administration of Craig and Prevost," which was published in 1818, and the same year a "Review of the political state of Canada under Sir Gordon Drummond and Sir John Sherbrooke." He wrote also a "History of Lower Canada from 1791 to 1841," defective in literary form but valuable as a mine of documents and extracts.

Michel Bibaud's volume of "Épîtres, chansons, satires et épigrammes," published in 1830, marked the commencement of modern French Canadian literature. He wrote also a "History of Canada" in two vols., published in 1837 and 1844, now very scarce and little referred to. Garneau is the first French Canadian historian worthy of the name both for literary style and for original research. His "History" is a work of great merit and in many respects has not been surpassed. Garneau's

"History" was written in French and the four octavo volumes of which it consists appeared between 1845 and 1852, a period of storm and stress in Canadian politics; hence it is animated by strong prejudices against his English compatriots. There have been several editions in French and there is an English translation by Bell, with corrective foot notes like some of the orthodox annotated editions of Gibbon.

Very different is the "Histoire du Canada" of the Abbé Ferland, published from 1861 to 1865 at Quebec. It consists of a course of lectures which, as professor of history, the author delivered at Laval University. The work, unfortunately, extends only as far as the cession in 1763. It is the result of great labor and research, and is written with impartiality. The same period is covered in English by a carefully written work, in one volume, by Dr. H. H. Miles. It was published in 1881, and is the most convenient manual of the history of the French domination.

Benjamin Sulte's "Histoire des Canadiens-Français," published in 1882-1884, in 8 vols., quarto, is a very valuable history, and, if it had been published in a more convenient form, would be known as widely as it deserves to be. The author's minute acquaintance with the life of the French Canadian people makes his work necessary for reference. Mr. Sulte is one of our most prolific writers on historical subjects. His style is happy and his information accurate.

Dr. William Kingsford's "History," in 10 vols., octavo, is the most important historical work which has hitherto been produced in Canada, and it extends from the discovery of the country down to the union of Upper and Lower Canada in 1841. He wrote with great independence of judgment, and he is the first of our writers to make extensive use of the precious collection of original papers collected by Dr. Brymner, the Dominion archivist. His industry was indefatigable—his work is enduring; but his reward was inadequate, and the last years of his life were spent in labor which is now only—after he is dead—commencing to be appreciated.

A notice of the prose writers of Canada is incomplete without mention of the Rev. Dr. Withrow, who has published a work on the catacombs of Rome which passed through several editions and met with favor among the reviewers of the United States. He has writ-



ten on the "Romance of missions" and on the "Early history of the Methodist church," and a list of his works would be too long to give here. A "History of Canada" by him, published in 1880, is highly esteemed. Mr. Charles G. D. Roberts, better known for his poetry, wrote a small popular history of Canada for the Appletons; but the most convenient manual of the history of Canada is that written by Sir John Bourinot for the "Story of the nations" series and published in London and New York. A convenient volume of reference for the student is Houston's volume of "Documents illustrative of the Canadian constitution with notes and appendices." It contains the foundation documents of the English period.

The war of 1812-14 is the subject of a number of narratives; but no connected work of special merit or research has appeared. One of the first volumes printed in Upper Canada was David Thompson's "History," published at Niagara in 1832. It is now very rare. There is also a book on that war by Major Richardson, published at Brockville in 1842, now scarce, and one by Auchinleck, published in Toronto in 1855. Colonel Coffin commenced to write, but his work did not reach a second volume. McMullan's "History of Canada," the first edition of which was printed at Brockville in 1855, contained the best Canadian history of the war until the account in Dr. Kingsford's large work appeared. There are, however, innumerable pamphlets and articles treating of episodes of this war published by local historical societies or in magazines.

I now come to the more specialized histories, and what shall I say? for the roll is long and time is fleeting. There are George Stewart's "Life and times of Frontenac" in Winsor's great work; Gerald Hart's "Fall of New France"; the Abbé Verreau's collection of "Memoirs of the invasion of 1775"; the Abbé Casgrain's works on "Montcalm and Lévis." There is the great work of the Abbé Faillon on the foundation of Montreal, published by the Gentlemen of the Seminary of St. Sulpice, and there are also a series of histories, bringing down to the present day the narratives of the general histories, such as Bedard's "Histoire de cinquante ans, 1791-1841"; Turcotte's "Canada sous l'union, 1841-1867"; David's "l'Union des deux Canadas." In Ontario there are a large number of corresponding works, such as

Dent's "Last forty years" and his "Story of the Upper Canada rebellion." Such books are rich material for the future historian, when the calm comes, after the heat of political struggle has been dissipated.

Then there are the histories of the separate provinces. Commencing, where so much commences, with the province by the sea, there is Haliburton's "History of Nova Scotia," in 2 vols., 8vo, published as early as 1829. It is a history based on original research, and a work of literature in every sense. Murdoch's "History," in three vols., 8vo, is arranged more as annals, and is an important work as a quarry for succeeding writers. Dr. Akins has published valuable extracts from the archives of the province; and Sir John Bourinot's "Builders of Nova Scotia" (written last year for the Royal Society of Canada, but also published separately) will give the reader, not only in the letter-press, but by the numerous illustrations, a vivid picture of the early days of the colony. Cape Breton—now a part of Nova Scotia—an island interesting from its connection with the discovery of the continent and the eventful episode of Louisburg, has its histories. Robert Brown wrote a scholarly history of the island, and Sir John Bourinot's monograph, in the Transactions of the Royal Society, has left nothing to be desired.

The first New Brunswick historian was the Rev. Robt. Cooney, who wrote the history of that province, printed at Halifax in 1832. There is also a volume by Alexander Munro, but the "History of Acadia," by James Hannay, is the most important work of this class emanating from New Brunswick.

And then there is the Northwest, with its wild and romantic annals, and its literature of exploration, adventure, and daring courage. For this you must consult Masson's "Bourgeois de la Compagnie du Nordouest," Joseph Tassé's "Les Canadiens de l'Ouest," and Beckles Willson's "History of the Hudson's Bay Company." Manitoba has a group of writers. Professor Bryce's work on Manitoba and his "Short history of the Canadian people" were published in England, and are much esteemed. Alexander Begg's "History of the Northwest," in three vols., is an important work, published in Toronto in 1894. Another writer of the same name has published a "History of British Columbia," a well-written and useful work. These works

(although there are many others I might name) cover the whole area of the continent west of Ontario to the green slopes of the western ocean and the ice-bound margin of the sluggish polar sea.

A leading American author, in one of his early books, writing at Niagara, and standing on his own side of the river, said, with compassionate sentimentousness, "I look across the cataract to a country without a history." He was looking into the emptiness of his own mind; for, at the very time, his countryman, Parkman, had commenced the brilliant series of histories of this country which have won for him an enduring name. History! What country of the New World can unroll a record so varied and so vivid with notable deeds? From this very town went the men who opened up the continent to its inmost heart before the English had crossed the Alleghany mountains. The streets of the old city have been thronged with painted warriors of the far unknown West, with boisterous voyageurs, with the white-coated soldiers of the French king, and with the scarlet uniforms of the troops of the English crown; for Montreal, from the earliest times, has been the vortex of the conflicting currents of our national life. Few vestiges remain of the old town. The hand of the Philistine has been heavy. It is not so very long since I used to wander with Francis Parkman about the older streets, but landmark after landmark is gone or has suffered the last indignity of restoration. I remember taking Dean Stanley into the older part of the Seminary with a half apology for its being little more than two hundred years old, while his own abbey reached back for nearly a thousand. "I have learned," he replied, "to look upon two hundred years in America as equivalent to one thousand in Europe. They reach back to the origins of society." He had just come from Chicago, and they had shown him thousands of hogs marching to their doom, but the gentle scholar would not stay for an exposition of the amazing economies in the disposal of those hogs rendered possible by the advance of science, but started for the East by the next train. It is the mind which apprehends, for many have eyes and see not; but to men like Francis Parkman, Oliver Wendell Holmes, and Dean Stanley, every vestige of the quaint old town brought back memories of a picturesque and adventurous life which in old times thronged the narrow

streets. Narrow! yes, they were narrow, but just as passable after a snowstorm and just as clean, and the snow was whiter than now, for it was not mixed with coal smoke.

But I have lost my way in the old town with companions of former years. They talked so well that I forgot. I only wanted to explain to my American friend across Niagara that this land has a history and we have matters of surpassing interest to relate. There is the story of the Acadian exiles. Longfellow told it without ever visiting the locality or knowing much of the matter. If you wish to have the responsibility for the action brought home to the doors of the New England Colonies, read Richard's "Acadia" and the series of monographs by the Abbé Casgrain; but if, on the other hand, you wish to know of the provocations the English suffered you will learn them from Dr. Akins and Lieut. Governor Archibald. The controversy is keen and from the conflicting writers the true motive (if you are clever) may be gathered.

Many of the local histories are full of interest. Histories of Annapolis, Yarmouth, Pictou, and Queen's counties in Nova Scotia, of St. John, New Brunswick, of Huntingdon, and the Eastern Townships in Quebec; of Peterborough, Dundas, Welland, and Wentworth in Ontario. Interesting also is the mass of historical and legendary lore, collected in numerous volumes by Sir J. M. Lemoine, about Quebec and the Lower St. Lawrence. Hawkins' "Picture of Quebec" and Bosworth's "Hochelaga Depicta, or picture of Montreal," are scholarly works now become very scarce, and Dr. Scadding, the learned antiquarian of Toronto, has written much upon that city and its surroundings. John Ross Robertson's "Landmarks of Toronto" and Graeme Mercer Adam's centennial volume—"Toronto new and old"—are continuous pictures of the growing life of the Queen City of the Canadian West. Even in the wilderness of Muskoka to the north of Toronto is a history written in blood; for there the forest has grown over the sites of the Huron towns and obliterated the traces of a war, ruthless and horrible, but redeemed by the martyrdom of the saintly missionaries expiring under tortures with words of blessing and exhortation upon their lips.

All these things have exercised the pens of the prose writers of Canada, but how can I at-

tempt to enumerate all the books in which they are recorded? Time is passing and you will soon weary of my theme, so I must hurry on and turn a deaf ear to these voices of the past.

Much good prose writing exists in Canada under the kindred heading of Biography. The political history of the last 60 years may be found in such works as Lindsey's "Life of William Lyon Mackenzie," in Mackenzie's "Life of George Brown," in Pope's "Life of Sir John A. MacDonald," in Sir Francis Hincks' "Autobiography," and in Buckingham and Ross's "Life of Alexander Mackenzie." The stir of the political arena runs through these, but there are others, such as Read's "Lives of the Judges," his "Life and times of General Simcoe" and of "Sir Isaac Brock" which are freer from politics. There is also much matter of historical interest interwoven in such biographies as Bethune's "Life of Bishop Strachan," Hodgins's "Life of the Rev. Dr. Ryerson," Patterson's "Life of the Rev. Dr. McGregor."

No—I repeat it—our writers had not to cross the ocean for their inspiration. They had subjects for song and story, full of heart-break and tears, which they have not yet exhausted and which some of your own writers, notably Lorenzo Sabine, of Maine, and Prof. Tyler, of Cornell, have treated with generous sympathy. What could be more tragical than the exile of the United Empire Loyalists. There had been nothing like it for many centuries, there was nothing like it in Alsace, or as a sequel to the late civil war. Whoever were rebels these were not; for they sided with the established existing government. There are not many books devoted specially to this subject, but there is a wilderness of detached monographs and the "transactions" of the literary societies are full of interesting matter concerning it. Canniff's "History of the settlements round the Bay of Quinté" relates the fortunes of the earliest group of refugees in Ontario. The principal work is, however, Dr. Egerton Ryerson's "Loyalists of America and their times," published at Toronto in 1880. Dr. Ryerson was a strong writer, but deficient in literary skill, and his work is rather materials for history than a finished historical treatise.

Much valuable prose writing will be found in the Transactions of the learned societies of Canada, such as the Literary and Historical Society of Quebec, the oldest of all, founded in

1824; the Historical Societies of Montreal, of Nova Scotia, of Manitoba, the Canadian Institute of Toronto, and of the smaller societies. The University of Toronto prints an "annual review" of all literature relating specially to Canada and extending its survey to works treating of the discovery of the western world. It is made up of contributions by specialists upon the subjects of the books reviewed, and, being edited by the librarian and professor of history in the university, is an exceedingly interesting volume. Last, but not least, is the Royal Society of Canada, whose "Annual transactions," now in their 17th year, contain monographs, by leading writers of Canada, upon the history, literature, and natural history of the country. Of the invaluable services of Dr. Brymner, the Dominion archivist, I need not speak. Every librarian in America knows the value of his annual reports and the research and accuracy of his learned annotations.

It would naturally follow, from what I have told you of the practical character of the Canadian people, that the literature of law is very extensive. This I cannot even touch upon, but would only remark that the variety which distinguishes the Dominion in other matters extends even to this branch of knowledge. While the English law prevails in Ontario and westwards, and in the provinces by the sea, the Roman civil law rules the central province of Quebec.

Law books, however, are of necessity limited in scope to our own country, but the military instincts of the people, arising perhaps from the constant alarm in which they have grown up, have given us a writer on military history whose reputation extends over Europe. Colonel Denison, of Toronto, wrote in 1868 a work on "Modern cavalry;" and, in 1887, he published a "History of cavalry" which won the first prize in a competition instituted by the Emperor of Russia for the best work on that subject. It has been translated into Russian, German, and Hungarian, and is being translated into Japanese. Colonel Denison recognized that, in the school of the American Civil War, new principles of cavalry service had arisen which were destined to sweep away all the maxims of the European schools. It would have been well if the British Staff College had studied this work, even though it was written by a colonel of colonial militia, for the prin-

ciples he laid down are those by which Roberts and Kitchener recently mobilized the army in South Africa.

Among the first books published in Montreal was the "Travels" of Gabriel Franchère, a native of this city, who was one of the founders of Astoria on the Columbia. The volume is now exceedingly scarce, but it was translated and printed in New York in 1853. This leads to the remark that the exploration and discovery of the north and west of this continent has been mainly done by Canadians and Hudson's Bay voyageurs, although the books have generally been printed out of Canada. Sir Alexander Mackenzie was the first to reach the Pacific and Arctic oceans across the continent by land. His work has been printed in different editions. He was a partner in the Northwest Company of Montreal. Henry, whose adventures were published in New York in 1809, was a merchant of this city, and Harmon, whose travels were published at Andover in 1820, was also a member of the Northwest Company. The travels of Ross Cox, Maclean, Ogden, Long, and other officers of the great fur companies belong to our literature, though published in England. It was Dease and Simpson and Rae and Hearne who traced out most of the Arctic coast of America. The work of these men is still being carried on by Tyrrell, McConnell, Low, Bell, and George Dawson, the writings of these last, and many more whom I cannot stop to name, whether published elsewhere or embodied in reports or contributed to foreign periodicals and learned societies, are yet the works of Canadian prose writers.

Canadian writers have also done good work in the archaeology and languages of the Indian tribes. I have already said that among the *incunabula* of Canada are catechisms in Montagnais and Iroquois. Among the chief workers in this field was Dr. Silas Rand. He wrote upon the "History, manners, and language of the Micmac tribe," and translated the Gospels and Epistles into Micmac. His dictionary, English and Micmac, was published at the cost of the government, and the other half, Micmac into English, is in manuscript at Ottawa, and will be printed before long. He wrote also a book on the "Legends of the Micmacs," which was published in New York and London in 1894. Canon O'Meara published the Common Prayer Book in Ojibway. Bishop Baraga is

the author of an Ojibway dictionary, and Father Lacombe of one of the Cree language. The Abbé Cuq has published a dictionary of Iroquois and grammars of both Iroquois and Algonquin, besides his "Etudes philologiques" on both these languages. The Abbé Mayrault wrote a "History of the Abenakis"; the Rev. Peter Jones (an Ojibway by birth) wrote a history of his people; and a Wyandot, Peter Dooyentate Clarke, wrote a book on the "Origin and traditional history of the Wyandots."

We cannot count the late Horatio Hale as a Canadian writer, although he lived in Canada for the latter years of his life and contributed to the Transactions of the Royal Society, but we have the Rev. Dr. Maclean, a writer who has both the literary training and the actual experience to make anything from his hand upon Indian life valuable. His work, "Canadian savage folk, the native tribes of Canada," published in 1896 at Toronto, is of much value. He is, besides, a frequent contributor to periodical literature on ethnological subjects.

Sir Daniel Wilson, late principal of the University of Toronto, although some of his works were written before he came to Canada, must be enrolled among Canadian prose writers, for he was a frequent contributor to the *Canadian Journal* and to the Royal Society on his favorite subjects — archæology and ethnology. Some very important works, notably his "Pre-historic man, or researches into the origin of civilization in the Old and New World," were written in Canada. Sir William Dawson also wrote much on kindred subjects, and in his book, "Fossil man," he employed the results of a life-long study of the Indians of Canada to illustrate the characters and condition of the pre-historic men of Europe. His son, Dr. George M. Dawson, has not only written monographs of value upon the races and languages of the Pacific coast, but he has assisted in the publication of many excellent monographs by missionaries resident among the western tribes. I must not close without mention of the Rev. Prof. Campbell. His work on the Hittites is well known. His contributions on Phœnician, Egyptian, Mexican, and Indian ethnology and philology will be found in many Canadian transactions and periodicals.

You will scarcely be surprised to learn that the soil of Canada has not proved productive in writers upon metaphysics and logic. I can

remember only two—Prof. J. Clark Murray, of McGill, and Professor Watson, of Queen's University. Their works have been published in England and the United States, and their contributions to leading reviews, in these countries, as well as to Canadian periodicals of the higher class, have been frequent. Dr. Murray has written an "Exposition of Sir William Hamilton's philosophy," published in Boston, and a "Handbook of psychology," published in London (this last work was adopted as a text-book in several American colleges), and he has translated from the German "The autobiography of Solomon Maimon"—a pessimistic philosopher who preceded Schopenhauer by more than a hundred years. Professor Watson has written "Kant and his English critics," Glasgow, 1881; an "Exposition of Schelling," Chicago, 1882; and the "Philosophy of Kant," Glasgow and New York, 1892. Why commercial cities, like Chicago, St. Louis, and Glasgow should be centers of philosophical publication, and Montreal and Toronto are impervious to metaphysics, is a question worth consideration.

While no very remarkable work in mathematics and physics has yet been done among us, in the natural sciences Canadian writers are known and esteemed all over the world. Every standard book on geology, in America or in Europe, will be found to contain frequent references to Canadian writers and illustrations reproduced from their drawings. McGill University and the Geological Survey were the two centers of this strong eddy towards the study of natural history, and the dominant personalities of the principal of one, Sir William Dawson, and the first director of the other, Sir William Logan, were the chief moving springs. Sir William Logan was not a writer of books, beyond his reports, although he was a contributor to the learned transactions and reviews; but Sir William Dawson, during all his lifetime, was a most industrious writer of books, monographs, and occasional articles. His writings cover the whole area of geology, botany, and zoology, and beyond these, the relations between natural science and religion were constantly the subject of his ready pen. I cannot begin to give you the names even of his works, but I have counted 107 important contributions to transactions of learned societies and reviews, and 20 sepa-

rate volumes of note. These are but a portion of the total mass of his writings, and his accurate and extensive knowledge and easy style made his works popular throughout the English-speaking world. The results of his laborious and self-sacrificing life are around you. Wherever you turn you will see them, and his influence for all that is wise and good and noble will endure in Canada for many generations to come.

Other workers in this field are not to be forgotten. The pioneer, Abraham Gesner, of Nova Scotia, published a volume on the geology of that province as early as 1836. Prof. Henry Youle Hind published in 1860 the scientific results of the expedition of 1857 sent to find a practical immigrant route from Canada to Fort Garry, now Winnipeg, on the Red River. Three years later he published two volumes of "Explorations in Labrador." He has been a very frequent contributor to the *Canadian Journal* and to other scientific reviews here and in Europe. Nor should Elkanah Billings be forgotten, whose labors in palæontology are met with in every text-book, nor G. F. Matthew, of St. John, nor Professor Bailey, of Fredericton. The officers of the Geological Survey are among our leading prose writers; the present Director, Dr. George M. Dawson, is known throughout Europe and America as the writer of important works on the geography, geology, and natural history of the Dominion, and he as well as Dr. Robert Bell, Dr. Whiteaves, Professor Macoun, and others, have enriched Canadian literature by their numberless contributions to scientific publications.

The set towards the study of the natural sciences was not so dominant in the other cities of Canada, but Professor Chapman and Dr. Coleman, of Toronto, are among our writers on chemistry and geology, and Dr. James Douglas, now of New York, is a writer of authority on all questions of metallurgy and mining. We must count among our writers, though now connected with Harvard University, Mr. Montagu Chamberlin, a New Brunswicker, who has written extensively on the ornithology of Canada and on the Abenaki and Malicete Indians of his native province.

Any notice of the prose writers of Canada would be very imperfect without mention of Dr. T. Sterry Hunt, who was not only a chemist, geologist, and mineralogist of wide reputation,

but a graceful and accurate master of English style. His contributions to these sciences extend over the transactions of learned societies in Europe and America, and many of them were translated into French, German, and Italian. He was born in Connecticut and the last few years of his life were spent in New York, but all the strength of his manhood was spent in Canada and devoted to Canadian subjects. His chief works are "Mineral physiology and physiography," "Mineralogy according to a natural system," "A new basis for chemistry," and a volume of "Chemical and geological essays." His life work is stamped with rare originality and has left its impress on the sciences he followed.

Almost while I write, a Canadian well known among you for his contributions to scientific periodicals and as a leader in the movement for the appraisal of literature, has stepped into the front rank of popular expositors of science. The handsome volume, "Flame, electricity, and the camera," is not merely a vivid exposition—it is an original explanation of the rationale of the rapid progress of science during the last years of the century and of the causes of the accelerating speed of its advance.

I had hoped to say a few words about some of those strong prose writers who, in the greater newspapers, wield more influence over the Canadian mind than most of the writers of books; but time will not permit. Not all our newspapers have succumbed to the scrappiness of newsmanship. Thoughtful and finished editorials in dignified style may yet be found, in number sufficient to send a note of sweeter reason through the din of political strife. It is in Canada as elsewhere; the sands are strewn with the wreck of ventures of purely literary papers, "free from the ties of party or sect." Such were the *Week* and the *Nation*, and many others; but, although it is abundantly clear that literature alone cannot support a newspaper, the greater newspapers have departments, sacred from intrusion, where reviews are faithfully given and questions of pure literature discussed.

And here let me pause to regret the loss of the excellent literature which lies dead in our dead magazines. From 1824 literature has never been without a witness in our land. Some magazine, French or English, has stood as a living witness that we were not made to

live by bread alone; and afterwards fallen as a dead witness that bread also is necessary in order to live. This is a subject by itself and would require a separate paper to elucidate it fully.

Finally we reach the region of belles-lettres, sometimes called "pure literature," and here we encounter a strong contrast between the English and French sides of our community. There are many volumes of "Causeries," "Mélanges," "Revue," "Essais," in French, and all the French writers of note are represented in this class. Such writing in English has seldom been published in the form of books, but will be found abundantly in the contributions to the Saturday editions of the leading newspapers of the large cities. Much of it is exceedingly good; and while we read with pleasure the weekly contributions of Martin Griffin, John Reade, Bernard McEvoy, or George Murray, we feel regret that so much learning and cleverness should be in so ephemeral a form. I am glad, however, to recall in this connection Dr. Alexander's "Introduction to the poetry of Robert Browning." For critical insight and appreciation this volume is worthy of remark.

One name must always be remembered when we take account of Canadian letters, and that is the creator of the inimitable Yankee peddler, Sam Slick. Judge Haliburton unconsciously created a type to be as well known as Sam Weller; and, while he was intent only upon quizzing his fellow Nova Scotians in the columns of a Halifax paper, he woke up to find himself a favorite among the literary people of London.

But literature, in the opinion of the majority of the present day, consists mainly of fiction, and the world in its old age is going back to the story-tellers. Nor are we able to endure the long novels which held our parents in rapt attention. The stories must be shorter, and the more pictures the better. This last phase of literature is cultivated by all our younger writers, and, while the task is too extensive for anything but most imperfect performance, a few words on this branch of my subject are necessary. One remark only I venture to make in the way of criticism, that, while in science we have produced some few men who stand in the very front rank of their respective subjects, we cannot boast yet of a novelist who has taken



rank with the great masters of the craft, and none, perhaps, who have attained to the very forefront of the second class; but then it is only a few years since we made a beginning.

We cannot commence our review of Canadian fiction with the "History of Emily Montague," published in 1769, for though it was written at Quebec, the authoress was an Englishwoman, not a permanent resident; nor even with "St. Ursula's Convent," for, although that story was published at Kingston in 1824, no one seems to know who wrote it, nor does there appear to be a copy now in existence. We must commence with Major Richardson's "Écarté," published in New York in 1829. In 1833 he published "Wacousta," a tale of Pontiac's war. It is really a good novel and contains an excellent picture of the siege of Detroit. The same author published at Montreal "The Canadian brothers," in 1840, and afterwards four or five novels in New York. In 1833 two members of the Strickland family, Mrs. Moodie and Mrs. Traill, came to Canada and settled near Peterborough. They kept up their literary activity during their lives. Mrs. Moodie wrote many books, and, from 1852 to 1860, she produced a number of fair novels. At the same time Mrs. Leprohon was writing stories. Her first novel appeared in the *Literary Garland* in 1848, and she followed it with a number of others.

The Hon. P. J. O. Chauveau, in 1852, led the way in French novel writing with Charles Guerin, and he was followed, in 1863, by Philippe Aubert De Gaspé, in "Les anciens Canadiens," a book which has recently been translated and published in New York. It is thought to be the best French Canadian novel, although it was the author's first book and was written when he was past seventy. Then followed Bourassa, Marmette, Beaugrand, Gerin-Lajoie, and others, but no important work was produced.

I do not recall anything in English of note until 1877, when William Kirby published "Le Chien d'Or." This was long thought to be, and perhaps still is, the best Canadian novel. It met with much favor outside of Canada. The story as given in the legend is one of very exceptional interest, and is told with much literary skill.

Since then the writers of stories have become numerous in Canada. It will be impossible to mention more than a few. Miss Machar, of

Kingston, has written some capital novels of Canadian life. Mr. James Macdonald Oxley is fully equal to the best writers of books of adventure for boys. Since 1887 he has produced a surprising number of books, published usually out of Canada, though all upon Canadian life and history.

Gilbert Parker is the chief name among Canadian writers of fiction, and, though he now resides in England, his subjects are Canadian and his books abound with local color and incident. He stands now among the leading novelists of the day.

During the last few years William McLennan has made a reputation far beyond the limits of Canada, not only by his dialect stories but by his charming book, "Spanish John," a novel without a woman and yet full of interest. This book is remarkable for its singularly pure English style.

Miss Lily Dougall not long ago surprised the English public by a strong novel in an original vein, "Beggars all," published by Longman. The subject was not Canadian, but her later books deal with more familiar scenes. Nor should we omit to count Miss Blanche Macdonald and Mrs. Harrison in the number of our lady novelists.

Mrs. Coates, now of Calcutta, but then Sara Jeanette Duncan, of one of our Ontario cities, wrote three books, not only bright and interesting but with a vein of most charming humor. One was a volume of travels round the world, another "An American girl in London," an exceedingly clever story which appeared first in the *Illustrated London News*, and the third "A voyage of consolation." She has written other books, but these are her best.

Robert Barr is a Canadian who has made a name among English novelists and is enrolled among English authors. His early books are on Canadian subjects and in scenes where his life was for the most part passed. Mr. William Lighthall is also among our writers of fiction. He is the author of two novels, "The young seigneur" and "The false Repentigny," which were well received. His books, as a poet or as a Canadian anthologist, do not fall within the scope of this paper.

The latest development of modern literature is the short story, and E. W. Thomson, now on the staff of the *Youth's Companion*, is a master in that art. There are many others; among them

Duncan Campbell Scott, better known as a poet; and Dr. Frechette (whose French poetry was crowned by the Academy of France) has achieved the success of writing a book of capital short stories in English and so of winning laurels in two languages.

The prospects for a distinctive Canadian school of literature are not bright, and, indeed, any provincial narrowness of literary effort is not desirable. Our writers can reflect lustre on their country only when they venture into the broad world of our language and conquer recognition in the great realm of Anglo-Saxon letters. The great centers of our race, where are to be won the great prizes of life, must always attract the brightest and most ambitious spirits. One of our own people—a successful author now in London—writes in the *Canadian Magazine* to reproach us for underestimating ourselves. It is a good fault, even if uncommon among English speakers. Our youth are unlearning it, but they will not grow great by self-assertion—only by performance. I have tried to set forth in detail the reasons of our retarded commencement—our growth of late years has been rapid. We have to guard against materialism and to watch lest literature be oppressed by the pursuit of practical science. We see the workers toiling and we hear their din, but the world is saved by the dreamers who keep the intellect of mankind sane and sweet by communion with the ideal. Canada must not regret her children if they achieve fame in other lands. John Bonner and William G. Sewell left Quebec long ago for the *Herald* and *Harper* and the *New York Times*.

Lanigan wrote "The Akhound of Swat" one night waiting for telegrams in the *World* office. Nova Scotia lost John Foster Kirk, who completed Prescott's great task, and Simon Newcomb, of the United States Navy Department, astronomer and mathematician. From New Brunswick went Professor De Mille, the brilliant author of the "Dodge Club" and "A strange manuscript"; George Teall, the archivist and leading writer of South Africa; and May Agnes Fleming, a story writer who, for many years, earned with her pen in New York an income as large as that of a cabinet minister at Ottawa. From Kingston went Grant Allen and Prof. George Romanes—a star of intellect in the regions of the higher science where it touches the realm of metaphysics. His premature death was lamented as a loss to Cambridge University. I could tell of many others if there were time—but I must close.

We read that, in remote ages, the followers of Pythagoras, and, in mediæval times, the adepts of the Rosy Cross, had the power of separating at will their souls from their bodies; and then their spirits would travel away with the speed of thought and hover in the semblance of stars over far-off lands. But always a long trail of faint phosphorescent light connected the shining spirit with the quiet body in which its light was born.

So with us—we follow with interest the fortunes of our countrymen—we rejoice in their advancement, and star after star may leave us, but still we feel that their success is ours and some faint lustre of their brilliance quickens with pride the heart of their motherland.

## CANADIAN POETS AND POETRY.

By W. D. LIGHTHALL, *M.A., F.R.S.L.*

WHEREVER the world is, there is a place and use for world-literature — that is to say everywhere. But also wherever there is a nation, there is a place and use for a national literature. The two literatures — that of the world and that of the nation — do not exclude each other. The national literature which aimed to exclude the world's would fail for cause of provinciality; and where the world-literature is supported as excluding that of the nation, thought loses much of its vitality and application.

In a new country, distinctive writers grow up as naturally as distinctive plants and trees; regional poets as naturally as regional flowers; for thought too is a fruit of Nature, which she puts forth like leaves and pods, varied according to the sun and soil. Thus, in a land like Canada, among a people organized but yesterday, the work of those who first made studies of the beauties of the new world of objects around them, and began to divine the special sphere of colonial art — the development of that new world's native store of the beautiful — has an interest and a value of its own. Let one go with an Indian for guide far along some primeval chain of lakes and streams, and he will learn of a majesty and a loveliness which have not been touched by the literature of Europe. Let him become a reader of the quaint French chronicles of the early pioneers of New France, and he will find there a field of chivalry full of tempting subjects for the pen. Let him put his ear to the heart of a new nation, and he will discover a fountain of emotions ready for the poem and the novel.

It is a curious fact that verse, not prose, is the usual early form of distinctive literary expression; or, to state it differently, colonial literatures tend to begin with poetry. What is the reason? There seem to be two reasons. One, that verse does not, in its lyrical and simpler forms, demand as severe an effort as a long work of fiction; another, that it is the natural medium of incoherent feelings and thoughts, owing to its greater element of music. The motives now in question are incipient local patriotism and incipient perception of the local materials of art.

Along these lines a new Canadian literature is growing up, which is chiefly thus far a school of poetry, of which I purpose to simply call attention to a few examples and let them speak for themselves without comment. The history of the movement may be dismissed in a few words.

There were practically no Canadian poets before Charles Sangster, who in 1856 published his volume, "*The St. Lawrence and the Saguenay*," a work by no means of the highest order and in fact in certain respects and portions exceedingly defective, yet in which considerable descriptive power and love of the beauties of the country are shown. To him belongs the chief honor as a pioneer. In the same generation as Sangster were a number of men who were true artists; most of them, in fact, far better artists in technique than he — such as Charles Heavysege, the author of the stately drama, "*Saul*," and other plays and sonnets; John Reade, tender and sweet-toned, author of "*Merlin* and other poems," Tennysonian in their general color; Alexander McLachlan, vigorous, popular, and Radical singer; George Martin, George Murray, and John Hunter Duvar, learned in old lore and quaint metres; Joseph Howe, Thomas D'Arcy McGee, and William Kirby; all (except Heavysege, who lived in mental solitude far away from the present in time and place) dealing more or less with the subjects and life of Canada.

They have been succeeded by a second generation, who have grown up under the influence of the great fact which has welded the Provinces of Canada into a whole, the Confederation of 1866. Confederation has been to us what the union of the thirteen colonies was to you. I desire more particularly to describe the work of this second generation, because in them the distinctive characteristics in question are more completely developed, and it will be convenient to confine ourselves to a few of the best-known names. A very good list and representation of the others is to be found in the "*Treasury of Canadian verse*," just issued under the editorship of the late Dr. Theodore Rand, who died about the date of its publication.

Archibald Lampman I mention first, because

his work is complete and he has gone to his rest. Born in 1861, he resided chiefly at Ottawa, where he was a clerk in the civil service, and died there on the 10th of February, 1899. His was a touchingly modest, sincere, and beautiful character, and we who knew him all loved "the little brown bird that sings," as I used to call him. The music of his sonnet lines is like the strong, sure, exquisite bars of some master of the violin, and his intimacy with nature (of course under Canadian conditions) was most close. In 1888 he first collected his poems into one volume, entitled "Among the millet"; in 1893 his second book, "Lyrics of earth," was published; and finally, after his death, "The poems of Archibald Lampman" were, in 1900, judiciously collected and edited by his friend and fellow-poet, Duncan Campbell Scott.

Worthy to stand with Lampman is another of the same age and generation, William Wilfred Campbell, also of the civil service, Ottawa. His volumes are: "Lake lyrics," 1889; "The dread voyage," 1893; "Mordred, a tragedy," 1895; "Hildebrand, a drama," 1895; "Beyond the hills of dream," 1900. Campbell's versification and choice of words are not so perfect as Lampman's, nor is his communion with external nature so striking, but his aim is much wider, his dramatic quality is surprising, and he has a keener insight into the heart of humanity. In my humble judgment his poem, "The mother," has touched the high-water mark of Canadian poetry.

Charles George Douglas Roberts is a representative—once the most promising—of the same school, and still strong and clear-toned. He was born in New Brunswick in 1860, and was till recently Professor of Literature at King's College, Windsor, Nova Scotia, but is now in New York. His volumes are "Orion," "In divers tones," "Songs of the common day," "New York nocturnes," and some prose works.

His best and more distinctively Canadian work may be illustrated by the sonnet entitled "Burnt lands"; but he has also written one of the best expressions of a national aspiration in the lines addressed to Canada, beginning:

"O Child of Nations; giant-limbed,  
Who stand'st among the nations now,  
Unheeded, unadored, unhymned,  
With unanointed brow."

Bliss Carman is a companion of the three men last mentioned—in fact, a first cousin of Roberts. His diction is more original, and has a melody quite his own, but the same color and the same impulses mark it, as theirs—close communion with Nature, and the unconventional vigor of a young people wending to its own in the paths of thought. He was born in Nova Scotia in 1861 and is now living in New York. His principal works are "Low tide on Grand Pré," 1893; "Songs from Vagabondia," 1894; and "Behind the arras."

Frederick George Scott is the last of the examples I shall take, because time forbids considering some others, such as Duncan Campbell Scott, Pauline Johnson, Isabella Valancey Crawford, Dr. W. H. Drummond, the humorist; Mrs. Frances Harrison, and others. The Rev. George Scott was born in Montreal in 1861, and is now rector of the largest Anglican church in Quebec. His volumes are, "The soul's quest," 1888; "My lattice," 1894. "The unnamed lake," 1896; and "Poems old and new," 1899. In these are contained poems of great force of description, thought, and feeling, with a worthy reminiscence of Tennysonian music.

A contribution of interest to which I can do no more than refer here, is the small but highly characteristic contribution of French Canada in its native tongue; but that would require more than a paragraph.

The new Canadian literature is thus chiefly a school of poetry. Into the same field writers of fiction are, however, following, and of them more is, perhaps, to be expected than of the poets, for their schemes of treatment and choice of subjects must necessarily be freer. The artistic phases of this immense and highly distinctive land have been hitherto but scratched upon the surface, like the ploughing of the settler on its great prairies, which goes but a couple of inches deep. There is room for a school like the Russian, and it will yet come.

One has but to read Sladen's "Australian ballads" to see that Australasia is evidently going through an analogous process.

Mankind wants whatever will sincerely add to its knowledge or delight, and the native writers of these regions have in each case a large and rich special vein in which to mine treasure which the world, and especially their part of it, needs, and which no one else can supply.

## THE ABERDEEN ASSOCIATION.

By Miss E. E. LAIDLAW, *Recording Secretary, Montreal English Branch.*

THE object of the Aberdeen Association is to collect good and attractive periodicals and other literature, and to distribute it in monthly parcels to settlers who apply for it from outlying parts of Canada.

1st. To those whose homes are so situated geographically that it is difficult for them to obtain literature.

2d. To those who from financial circumstances might not be able to purchase it.

3d. To those who from want of interest might leave themselves and their children without good reading matter.

The Association is strictly undenominational, and rigidly avoids any semblance of religious or political bias, and sends out such literature as suits the religion, and, as far as possible, the tastes of the readers.

In 1890, at a meeting of ladies in Winnipeg, Lady Aberdeen, who had been struck, in common with many others, by the terrible isolation of many of the settlers in the Canadian Northwest during the severe winter months, threw out a suggestion for the distribution of reading matter among them. This was most heartily taken up by Lady Taylor (now President of the National Council of Women), Mrs. Scarth, Mrs. Kirby, and others, and on November 12, 1890, an association was formed at the Clarendon Hotel, in Winnipeg, which has literally been the mother of all the other branches.

This parent branch struggled along under the burden of a dearth of literature, want of suitable rooms, and the necessity of getting enough money to pay the postage, but from all this have evolved a working system, which has been copied as closely as may be by each succeeding branch. They were in doubt as to how to reach the people they sought out; those for whom the Association was formed; those who, from poverty or extreme distance from a centre, were unable to procure a supply of secular and religious literature for themselves and their children.

Letters to missionaries, immigration agents, merchants, and others in such districts, announcing that bundles of old books and mag-

azines could be sent out, brought in applications "fast and furiously." To these applicants were sent a form to be filled in, so that with as much knowledge of the individual need as possible, a judicious selection might be put in each parcel.

The questions on the form adopted are: 1. What is your religion and occupation? 2. Are you married or single? How many in household? If children, state ages. 3. What kind of literature would you prefer? 4. Do you receive any literature from elsewhere? 5. Will you pass the literature on to others? The almost invariable answer to the last question is "Yes," for, as those know who have lived in the outlying districts of our countries, books are treasures to be universally shared.

The postage, as the work grew, became a serious matter, and though generous subscriptions made the outlay possible for a time, a very great relief was felt when the Honorable, the Postmaster General, saw his way to allowing the free carriage of Aberdeen Association matter.

From Winnipeg the work soon spread to other communities, and branches were formed in the following order: Halifax, Ottawa, Calgary, Vancouver, Regina, Toronto, Montreal (English Branch), Montreal (French Branch), Hamilton, Victoria, Brandon, Kingston, Quebec, St. John, N. B., Kamloops, B. C., and, this year, London, Ontario. In all these branches every possible local supply of literature is drawn upon, personal and press appeals being most generously responded to. Moving and house-cleaning are harvest times for us, and we rejoice when our rooms are made the literary dumping ground of the weary householder.

The establishment of a Central Board in Ottawa soon became a necessity. To the Central Secretary all new applications are sent by the local branches, to be compared with his lists. Thus no overlapping occurs, *i.e.*, no one is supplied from two branches at once, and names in order of application are distributed to the branches where they can be taken on.

The sources of supply are not confined to Canada alone, Lady Aberdeen having created much interest in its behalf in England and Scotland. The London (England) Branch has as its President, Lady Dufferin, and as its Secretary, Mrs. Gordon, of Ellon.

The Imperial Institute gives the use of rooms where literature is received and sorted into cases. These are carried free to Canada by several steamship lines, and to Ottawa by the railways. Contributions are received from the Young Women's Guild of Ian Maclaren's Church, in Liverpool, from Lady Dufferin's Book Guild, from W. T. Stead and other publishers, from the Alliance Française, in Paris, as well as from the Glasgow and other Scotch branches.

Last year 86 cases were received from Great Britain, consisting roughly of 25,000 books, 23,000 magazines, 25,000 illustrated papers, etc. These were handled at the Central Office in Ottawa and distributed in 154 cases to the various branches. The mailing list at the last annual meeting, Hamilton, October, 1899, consisted of 1900 monthly parcels sent to 520 post-offices for nine months in the year. This made the output 20,000 parcels, averaging nearly five pounds each, and reaching more than 8000 people.

Lady Aberdeen has also organized in London a scheme of collection from newspaper offices, etc., in whose editorial rooms boxes labelled "For the Aberdeen Association" are placed and called for by monthly vans, notification of whose arrival is duly sent. In this way many books sent for review find their way to the far off homes in the Northwest, there to bring a savor of new life to the snow-bound pioneers, who are laying the foundations of civilization for us and our children, and to whom surely our sympathy for loneliness and patient working and waiting must of necessity go forth. That this sympathy is appreciated is at once observed by those who receive more than the semi-annual letters which, by the Association's by-laws, *must* pass between the recipient of the monthly parcels and that working member on whose list the settler's name is placed. We are continually being thanked most cordially for our letters and being taken into the joys and sorrows and home life of our correspondents, in a way that seems almost incredible. So much so, that when any move takes place into a large town or out of the country altogether, the "good-

by" is that between friends, and letters are begged for when books must cease.

It must be understood that this is no charity in the accepted sense of the word. It is a friendly care for friends, who gladly contribute, when they can, to the expenses of the Association, and who send on the books, often many weary miles, to less fortunate neighbors (save the mark).

For the children we have an especial care, all bright pictures and books being carefully gathered and Branch life membership fees devoted to the purchase of new literature, especially at Christmas time, when we try to send them books to keep.

Lady Aberdeen's thoughtfulness in sending out paint boxes and colored chalks proved a joy, not only to the little ones, but to many a bachelor in his little shack. Flower seeds are sent out to brighten the little door yards, and an essay competition on a given subject (with liberal prizes) has had good results. It may amuse you to hear that one prize bought a pig for an enterprising woman.

The better known the work of this Association the more cordial the support it receives from the public; and no better criterion of the results can be given you than those contained in the requests for literature and the settlers letters. Among the requests sent in we may quote a few examples:

Farmer's wife, Methodist. Wants love stories and detective works.

School teacher. Wants good solid reading. Good novels. Children's literature for distribution. Scientific reading for self.

Farm hand, Catholic boy. Wants "Uncle Tom's cabin," "Little Lord Fauntleroy."

Farmer's wife, Presbyterian, with 10 children. Wants music, school books, story books, instruction in dancing, grace of deportment, and carriage. Fancy work. Late fashions. Evening amusements and entertainments.

Manager lumber camp. Wants historical works and scientific literature for himself. Miscellaneous French and English for camps.

Roman Catholic Indian teacher. Wants magazines, pictorials, and flute music.

Lutheran farmer. Wants anything interesting and instructive. Reads English, French, and German.

Carpenter, widower with eight children, Joseph, consumptive. Wants religious and moral, and easily read, especially for Joseph.

## VOLUMES AND CIRCULATION : A STUDY OF PERCENTAGES.

BY ARTHUR E. BOSTWICK, *Librarian Brooklyn (N. Y.) Public Library.*

MOST libraries report the percentage of circulation of each class of literature with respect to the total circulation. Very few report the corresponding class percentages of the volumes in the library. Yet, by comparison with the latter, the former become very much more valuable. For instance, an extreme case would be that of a library that should report no circulation of fiction at all. If this library contains no fiction, the percentage report tells us nothing whatever regarding the proclivities of its users for the reading of fiction. If it has on its shelves, say, 30 per cent. of fiction, the report certainly shows that its users care nothing for this class of literature. This, as has been said, is an imaginary extreme case. Now, suppose that a library reports an abnormally small circulation of juvenile fiction—say 8 per cent. This may be due to the fact that the amount of fiction on the shelves is abnormally small or to some other cause. The circulation percentage gives us no information on this point.

For this and other reasons it is desirable that both percentages be given and studied systematically. One application of such study may be to the purchase of books. If the percentage of history circulation, we will say, largely exceeds that of the volumes of history on the shelves, this is an indication that the library needs more history. If, on the other hand, the circulation percentage falls far below the volume percentage in any class, the indication is that the library is properly supplied with books of this particular class, and that effort should be made toward increasing the use of those already on the shelves. These are but probabilities, of course; they may be negated by a study of related statistics and conditions. Thus, the books in a given class, though their percentage is vastly larger than that of their circulation, may contain so great an amount of worthless material that the percentage of usable books is small. For instance, there might be a crying need for more science, although the library contained 12 per cent. of volumes of this class and was circulating only 7 per cent. Again, the circulation percentage might be much smaller than the volume percentage as a direct consequence of the abnor-

mal smallness of the latter. Thus, if a library contained but one per cent. of juvenile fiction the chances are that the circulation percentage would be but a fraction of one per cent., for the books would have been so often read and re-read as to be no longer in demand. Enough has been said, however, to show that a comparison of the two systems of percentages may be the starting point of a very fruitful series of investigations.

There is mutual action and reaction between the relative number of books in any one class and the circulation in that class. All other things being equal, the larger the class the larger the circulation, while the larger the circulation the more books should be added to the class. The former action is automatic; the latter works through the agency of the book-purchasing power. When either ceases to respond to the other the increase stops—must stop in the one case and should stop in the other. The book-buyer has power, on the one hand, by increasing or diminishing his stock of books in any class, to affect the circulation in that class, and, on the other hand, by stimulating the circulation in a class in any or all of the several ways in which this is possible, he may create a demand for an increase in the number of volumes belonging to that class. In all cases the person who decides what books are to be purchased must have information regarding the relation between the number of his books and their circulation, and this is most clearly expressed by a single number—the ratio between the circulation percentage and the volume percentage in each class. This number I will refer to hereafter as the *percentage-ratio*. (See footnote accompanying tables on page 31.) If it is desired to stimulate the circulation in any class, that ratio should be kept well below unity by increasing the purchases in the class. If the contrary is to be desired, the ratio must be kept above unity. An examination of library reports will show that this result has generally been reached, although not in any systematic way, for there are noteworthy departures from it; as a rule, in adult and juvenile fiction, the circulation percentage far exceeds the volume percent-

age, while in the non-fiction classes the reverse is true, although the ratios do not vary much from unity.

Of course the apparent use of fiction, in the usual manner of statement, is raised by the fact that the stock is "turned over" oftener in a given time. The percentages are much more favorable to non-fiction when the circulation is given in terms of time, as was shown in an article by the present writer in the *Library Journal* for 1896 (L. J.: 21: '96.) Another way to get at it would be to give the average number of books outstanding in each class, from counts made at as many different times in the year as is convenient. This item of statistics — the number of books outstanding — has been somewhat neglected by librarians. The total number is reported once a month at the New York Free Circulating Library and at the Brooklyn Public Library, and Mr. R. P. Hayes tells me that at his subscription library in Chicago it is regarded as the most important statistical item. The standard method of keeping circulation statistics, however, is not likely to be altered, and its imperfection in this regard is an additional reason why the fiction percentage-ratio should be kept very far above unity. Of course, when I speak of keeping this ratio above or below unity, I refer only to what must be done by the purchase of books. In direct action on the circulation of course the librarian should strive to do precisely the opposite of this. In other words, while he is trying to lower his ratio in a given class by buying more books, he will at the same time try to raise it, as far as personal effort to increase his circulation in that class is concerned. It must also be remembered that a percentage may be raised or lowered not only by altering the corresponding number, but by altering other numbers of the series. It is very seldom desirable to lower the actual number of books in a class or their actual circulation; the lowering of the corresponding percentages should be effected by increasing those of other classes.

The mathematical statement of the situation is somewhat complex. Without using other than elementary terms it may be made as follows: We have fractions whose numerators and denominators belong respectively to two series of percentages. The value of the numerator in each case is dependent on that of the denominator. The librarian has it in his power to alter the numbers corresponding to both these

percentages and others in the series, although he has greater control of those of the denominator. He desires, by such alteration, to maintain the fraction at a value near unity, but in some cases greater and in others smaller than unity, at the same time raising both terms of some of the fractions at the expense of others. An attempt to state all this in formal mathematical notation will throw further light on the complexity of the relations involved. Mathematicians may amuse themselves by trying it.

Direct comparison of circulation with the number of books on the shelves is not infrequent. The ratio of total circulation to total volumes is sometimes made a measure of the work done by a library — most unjustly, it would seem, since this ratio must necessarily be largest in the smallest and most inadequate collections. A more logical method would be to take the ratio class by class, but even in this case it does us little good to know that every volume of history on the shelves circulated four times unless we also know the relationship of this rate to that which obtains in the other classes. In other words, the *totals* of volumes and circulation must enter into every ratio, and this result is attained by using the percentages as terms of the ratios, as already proposed.

The first thing to note in an investigation of this kind is, therefore, the percentage-ratio. This may lead to an investigation of the component percentages of this ratio, this to the numbers corresponding to these percentages, and this again to an examination of the character of the books themselves in the class in question.

The tables on the next page show the percentage ratios, as defined above, in the different classes of books at several libraries, chiefly in New York City. They are neither exhaustive nor particularly typical and are presented simply as an example of the use of the method. Taking them as a whole, it will be seen that every library represented has in general kept its ratio well above unity in the classes where a large circulation percentage is usually regarded as desirable, and well below in the other classes — an indication that the purchase of books has generally been properly distributed among the classes, but stimulation of non-fiction circulation has not kept pace with this purchase. Taking first the branches of the New York Free Circulating Library, some anomalies



TABLE SHOWING PERCENTAGE-RATIOS IN NEW YORK FREE CIRCULATING, BROOKLYN PUBLIC, AND OTHER LIBRARIES.\*

N. Y. Free Circ. Lib'y.	Juv.	Fict.	Hist.	Biog.	Trav.	Lit.	Per.	Sci.	Arts.	Phil.	For.
Bond.....	2.6	.9	1.2	.5	.6	.8	1.7	.9	.7	.5	.2
Ottendorfer.....	2.4	1.1	.9	.3	.6	.5	1.2	.7	.5	.5	.7
Bruce.....	1.6	1.5	.8	.6	.8	.9	1.3	.4	.8	.3	.3
Jackson Sq.....	1.7	1.5	.8	.8	.8	.4	1.6	.5	.6	.5	.2
Harlem.....	1.7	1.1	.8	.6	.6	.6	1.0	.6	.6	.5	1.0
Muhlenberg.....	1.3	1.2	.6	.5	.5	.6	1.7	.6	.6	.3	1.0
Bloomington.....	1.5	1.3	.7	.6	.6	.6	1.7	.6	.5	.7	.3
Riverside.....	1.5	1.3	.7	.5	.8	.5	2.5	.6	.5	.5	.5
Yorkville.....	1.3	1.0	1.0	.8	.8	.8	1.7	.7	.8	.5	.8
34th St.....	1.3	.9	.8	.6	.8	.7	1.3	.5	.5	.5	..
Chatham Sq.....	1.8	.4	1.4	.6	.8	.9	1.0	1.0	.7	.7	..

Brooklyn P. L.	Juv.	Fict.	Hist.	Biog.	Trav.	Poet.	Lit.	Per.	Sci.	Arts.	Phil.	Ref.
Bedford.....	2.2	2.1	1.0	.4	.8	.7	.8	.3	.2	.2	.3	2.0
Bedford Pk....	1.0	1.3	1.0	.4	.5	.7	1.0	..	.5	.0	.5	..
East.....	1.7	.9	1.0	1.0	1.0	.3	.6	..	.8	.7	.3	..
S. Brooklyn....	2.0	.8	1.0	.4	.8	.3	.4	..	.5	.5	.5	2.0
Williamsburg..	4.	1.3	.8	.5	.8	.5	.4	.3	.5	.3	.3	1.3
Flatbush.....	2.1	1.6	.4	.3	.4	.5	.6	.3	.3	.5	.3	.0

	Phil.	Rel.	Soc.	Philol.	Sci.	Use. Arts.	Fine Arts.	Lit.	Hist.	Trav.	Biog.	Fict.
Buffalo Public Library.	.5	.2	.2	.2	.5	.5	.5	.8	.6	.6	.5	2.3

	F. Arts.	Biog.	Phil.	Rel.	Soc.	Edu.	Hist.	Sci.	Poet.	Lit.	U. Art.	Trav.	Ju. F.	Ad. F.	For.
Cleveland P. L. Circ. Dept.	.6	.3	.5	.3	1.0	.5	.6	.6	.6	.9	.5	.5	1.6	2.0	.7

	Nat. Sci.	Pol. Sci.	Theol.	Arts.	Lit.	Trav.	Hist.	Biog.	Poet.	Per.	Fict.	Juv.	For.
Toronto Pub. Lib..... Circ. Dept.	.3	.4	.3	.6	.3	.3	.3	.2	.3	1.0	1.7	1.5	.2

\* These numbers, as explained in the text, are the ratios of circulation-percentage to volume-percentage; that is, they are obtained in each class by dividing the class-percentage of circulation by the class-percentage of volumes on shelves. For instance, the Brooklyn Public Library reports for its Bedford Branch a juvenile circulation of 22 per cent. and 10 per cent. of juvenile volumes on shelves. This gives a ratio of 2.2, as in the table.

appear, as follows: Bond street and Ottendorfer branches have a very high ratio in juvenile fiction. On referring to the percentage tables in the library report (not given here) I find this to be due to low volume percentages. Neither of these two libraries has an abnormally small number of volumes in juvenile fiction, and the low volume percentage is due to a larger stock than the average in other classes. Thus the state of things in this class is not one that calls for change, in spite of the abnormally large ratio. It is different with the adult fiction ratios at Bond street, 34th street, and Chatham square, which are less than unity. It would appear that it is not necessary to purchase so much fiction for either of these libraries, since the percentage of fiction on the shelves is already in excess of that circulated. This is notably the case at Chatham square. Here the actual number of volumes in adult fiction and their circulation are both small. It was doubtless realized at the outset that the fiction circula-

tion would be chiefly juvenile, but the result went further in this direction even than was anticipated. The Chatham square ratios in nearly all classes illustrate the fact that more abnormalities may be expected in a newly established library than in an old one. These ratios will repay study, but I have time now to note merely that they indicate that Bond street, Yorkville, and Chatham square need more history and Chatham square more science, and that Harlem and Muhlenberg should have a larger proportion of foreign works to satisfy the demand. This is shown in each case by the fact that the number indicating the corresponding ratio is greater than one.

In the Brooklyn Public Library table the ratios run much less evenly than in that of the Free Circulating Library, the reason being that as most of the branches have been open only since October last the two series of percentages have not had time to adjust themselves mutually. The low juvenile fiction ratio at Bedford Park is

due to large volume percentage and indicates that the fiction percentage of volumes should be lowered by proportionately smaller purchases in this class. The large Williamsburg ratio is caused by small volume percentage, and although this is due chiefly to large volume percentages in other classes, as may be seen by the other ratios, additional purchases of juvenile fiction at this branch are needed. East and South Brooklyn branches are buying too much adult fiction, and the demand for history is in general exceeding the proportionate supply. The branch best supplied with works on science and the arts (proportionately to the demand) is Bedford, the worst is the East branch. At the former special effort should be made to stimulate the circulation in these two classes; at the latter the stock of books in the same classes should be made larger. These conclusions are all easily reached by applying to the tables the principles already laid down.

Regarding the three libraries outside of New York City that have been added to the table, it will be seen that in general the ratios follow the same rules. Toronto's ratios are very low

in the classes other than fiction, and the low circulation percentages, as shown in the library report (not given here) indicate that the demand in these classes should be stimulated. Neither of these three libraries, however, has too much fiction on the shelves, either juvenile or adult. In the column for "periodicals" in all the tables the ratios are unsafe bases for inference, as current periodicals are included in the percentage tables of circulation, while of course only bound volumes are accounted for in the tables of volume percentages. This makes the dividend unduly large in the calculation, which explains the large ratios here. Still, if it is desirable to stimulate the reading of periodicals, as I believe it to be, on the whole, libraries should probably take more copies for separate circulation and bind more duplicate volumes than most of us do.

I wish to say again, in closing, that this discussion is merely to suggest a method, and that I have chosen the libraries represented in the tables partly on account of my own familiarity with their conditions and limitations, but chiefly because their statistics are so given as to minimize the labor of making the table of ratios.

## THE COST OF PREPARING BOOKS IN PUBLIC LIBRARIES FOR THE USE OF THE PUBLIC.

BY BERNARD C. STEINER, *Librarian Enoch Pratt Free Library, Baltimore.*

THERE is probably no side of library management less thought of by the general public than the expense of preparing books for their use. The proportion of the library's income that can be spent on the increase of the collection is much smaller than would be thought at first by an intelligent observer, because so much expense must be added to the dealer's cost of the book before it is ready to be placed in the hands of the public.

It would be an interesting inquiry to ascertain what the average cost per book of such preparation is in various libraries of the country, and what proportion of these libraries' total expenditure should be charged to the preparation of books for the use of the public, but the writing of this paper was undertaken too late to pursue such investigations. After all, it is doubtful whether they would have had much permanent value, for the elements to be taken into account are numerous and vary so much in different localities, that, probably, the intent of the discussion will be accomplished by stat-

ing what elements of cost should be taken into account and by giving an approximate estimate of the expense in that library known best by the writer. Others, who join in the discussion, may give approximate figures for their institutions, or may indicate where elements of cost have been overlooked or placed at too high a figure. While the cost of books from the dealer is nearly the same throughout the country, rates of salary vary greatly and the cost of supplies varies also. Then, too, there are several uncertain quantities which would be assigned different values in different places, as for example, how much of the librarian's salary goes to this account. We shall note, moreover, that certain items should come into our computation, which are trifling in amount, and yet which swell the sum total, such as paste or glue to fasten tags on the backs of books.

We must begin, of course, with the cost of the books themselves, and should add to this the cost of binding such as are issued in paper covers. But before we procure the books, we must

have order clerks to examine the catalog, so as to ascertain whether the books have already been bought or ordered elsewhere and to prepare lists of those to be procured. A part of the time of the librarian or his secretary is occupied with the correspondence which arises in connection with the order of books, and should be debited to our account. So, too, postage on these letters, paper, pens, and ink must be charged in to the expense of preparation of books for the public. We shall find that one of the most difficult valuations to make is that of the portion of the librarian's own time spent in reading reviews, glancing over publishers' circulars and the new books themselves, determining what books should be bought, and, it may be, discussing these books with the library committee or with specialists in various branches of literature and science. When the books have been supplied by dealers, they must be unpacked, placed on shelves, and the bills must be checked off and audited. Some of these items are of small financial value, as for instance, the manual labor of janitors in removing books from boxes, yet an accurate accountant may not leave them out. The maxim, "*De minimis non curat lex*," does not hold true in finance. The cataloging department must now take hold of the books, and accessioning, shelf listing or classification, and writing of catalog cards must be done. If the library makes its own conspectus and does not trust to a ready-made classification, the cost of that should also be included. Of course, all salaries of catalogers and the money expended for supplies used by them must be noted, and it may even be queried whether the artificial light used by catalogers, the furniture of the cataloging rooms, and a fair interest on the capital expended in increasing the size of the library building, so as to provide quarters for the cataloging department, should not be charged to our account.

If bulletins, finding lists, reading lists, or printed catalogs are prepared by the library, it would seem that the cost of these would form another item to swell the total quite materially. The time devoted by the librarian or his assistant to the supervision of the cataloging department and of the preparation of the above mentioned printed or typewritten matter would form another item, hard to be estimated.

At last the book is cataloged, and now comes the question whether we should not in-

clude labor expended in connection with placing it on the shelf and supplies procured, such as book pockets, book plates, tags, borrowers' cards, book slips, etc. From such an enumeration it will be seen that the sum total must be an approximation, and the chief gain to us and the public from such a discussion as this is a clearer conception of the multitudinousness of the items to be included.

Further, any one year gives no fair answer to the question. Supplies bought in one year may last over three or four, and in any true bookkeeping should be divided that the proper amount be charged to each year.

In the Enoch Pratt Free Library the amount spent for new books and binding was about \$8000 in the year 1899. In the same year the amount spent for salaries was \$24,000, of which amount \$6000 would not be an unfair amount to count in our reckoning. The miscellaneous expenses were \$10,500, of which we should assign at least \$1500 to our account. This gives us a sum total of \$15,500 out of a total expenditure of \$49,200, and had I not been conservative in my estimate I could have made it much nearer \$20,000. In other words, about a third of the annual expenses of the library is properly charged to the preparation of books for the use of the public, and this, too, without counting in several of the items which we saw might fairly be included in the reckoning.

The cost per book is a fallacious test, for a large donation in any year will much diminish the average. For example, in 1899 we received the gift of 1200 volumes for a new branch library. These books cost us nothing to order and we paid no booksellers' bill for them, so that the average per book would be less in such a year than in one where few donations were received. In 1899 we added about 8000 volumes, so that the cost was about \$2 per volume, and the cost of the books from the dealer was only about half the amount spent in preparation for the public.

Lastly, we should remember that the proportion of money expended on this account to the total expenditure will tend to diminish with the growth of the library. In the new library there is pressing need to create and to increase the collection of books, circulation is usually smaller than in later years, and there is no charge to be made to the replacement account, for wear and tear have not begun.

## WHAT CLASSES OF PERSONS, IF ANY, SHOULD HAVE ACCESS TO THE SHELVES IN LARGE LIBRARIES?

BY SAMUEL SWETT GREEN, *Librarian Worcester (Mass.) Public Library.*

ALL classes of persons under supervision; no class without it.

Again, it is not the size of the library but its value, owing to the cost or rarity of its books, which calls for careful supervision in its use.

As libraries are now usually arranged, with all the books in a single collection, the wisest course seems to be to admit persons to sections under observation, and to provide in different rooms collections of new popular books, children's libraries and libraries of a few thousand volumes, containing standard and readable books on a large variety of subjects, for purposes of reference, which users may rummage among freely and yet under supervision.

The problem is very much simplified by dividing a library.

I notice that in those large libraries where free access to the shelves is allowed, there is a collection — it may be quite small, however — the use of which is restricted and enjoyed only under careful supervision. It seems to me that this principle will have to be applied more widely if access is to be allowed under slight supervision, and such access is certainly very desirable.

The division of the library, in the use of which observation of users is to be close, must be of considerable size, unless the library, although large, is, as is the case in some of the great cities of the country, made up almost entirely of popular literature.

I speak from experience in this matter, for the Free Public Library of Worcester, Massachusetts, besides having three collections of books for persons to rummage among, has from the beginning had two departments, a reference library and a circulating library. In the reference library it is the custom to admit anybody who wishes to the shelves, accompanied by an attendant. The user may stay as long as he pleases, but he must not put back books which he takes down, and when he has rummaged long enough among the books of the class he is consulting, such books as he has selected for study are carried to a small study room and

charged to him. The circulating library is undergoing classification at present. It is the intention to admit visitors to sections, under observation, but not under so close observation as in the case of the reference department, the books of which are generally expensive and often rare.

It may be remarked here, incidentally, that by having a department from which books are taken out with a little formality, the librarian is enabled to place choice editions of the more popular authors where they can be of use to students of literature because commonly to be found in when wanted and in a condition of wholeness and cleanness to render their use profitable and comfortable.

While the greatest efforts should be made to be impartial in the conduct of a library and while all portions should be unostentatiously looked after, it is evident that there are some users who will need to be watched more than others, but the persons who need watching will be found in all classes and where vigilance is relaxed it should be in the case of individuals and not of classes of persons.

I wish, in conclusion, to dissent emphatically from the disposition which exists to look at the matter of access to the shelves solely from a pecuniary point of view. The moral side of the question is of the utmost importance. We must avoid making thieves by not making it too easy to steal. I am particularly distressed when I see shelves of books for children's use left unguarded. There should be sympathetic attendants in every children's room to help children and guard the property. Contrivances also should be adopted which will keep them under observation for a considerable time when leaving the room. It would be foolish to establish reform schools for delinquents and at the same time engage in the work of making delinquents.

In the remarks which I have made I have not had proprietary or college libraries in mind, but only such libraries as the public has rights in.

## CHARACTER OF PERMITTED ACCESS TO THE SHELVES.

BY PURD B. WRIGHT, *Librarian St. Joseph (Mo.) Free Public Library.*

"I AM inclined to take the position that no argument for open shelves is necessary. We have in the public library the people's books, paid for by their money, and deposited in libraries for their use. This use should not be restricted in any way which is not clearly necessary to guard the people's interests." . . .

These words are from Mr. Brett's paper, read at the Atlanta conference last year, and, it would seem, practically cover the entire situation. From various causes all library workers may not be in a position to realize their ideals, and I take it that this discussion is intended as a means of developing a "second best," as it were — of getting as close to ideals as possible. That there are "open shelves" and "open shelves" is plain to one who endeavors to keep up with library magazine and convention discussions, and it is equally apparent that all unnecessary restrictions in the use of books in the public library by the public are being gradually removed. The rapid increase in the number of open-shelf children's rooms will possibly do more in the future toward increasing the number of open-shelf libraries than any other one thing, for it is not to be doubted that children who are educated and permitted to select their own reading matter after a personal examination will later insist on this privilege as grown people. The "selected library" (Buffalo), the "standard library" (Providence), the Denver open-shelf, (except fiction), the Newark method, and hosts of other plans, all good, are signs that it will not be many years before there will be many followers of the Philadelphia and Cleveland libraries in permitting access with the least possible restriction. It may not be out of place here to say that St. Joseph is to have a new library building, and it has been determined that it shall be an open-shelf library.

Aside from the question of room — ground rent — (the open-shelf library requiring more floor space) it does not seem to me that there is necessarily any difference as to freedom of access to shelves between the small library and the large library. Many of the so-called smaller

libraries have a more extensive use, relatively, than some of the larger libraries, and it is possibly susceptible of proof that as high a class of books are called for. It is true that in the average small library — small only on account of a lack of means — will not be found collections valuable on account of their rarity or great cost, and it is not greatly troubled about glass cases, wire screens, or shelf permits. In the very large libraries there is no attempt to serve all the people from under one roof, and it is gratifying to see that in the separation of the volumes more than one restriction is removed. In the establishment of branches the idea is to take the books nearer to the people, to make them more readily accessible — as in the smaller community with the smaller library — and the second step is the removal of the last bar between the public and the books it wants, the result being the open-shelf library.

In the open-shelf library all volumes of a general nature should unquestionably be accessible to all. Special collections, such as the more expensive art books, rare manuscripts, local history, technical medical books, and those especially valuable on account of their rarity, should be guarded by glass doors, and protected by such regulations as will give access to those who, in using them intelligently, will appreciate the value not only of the books but of the organization which makes *any* use possible. Glass doors are preferred to wire screens, as they serve the double purpose of protection from unnecessary handling from a spirit of idle curiosity, and from dust. Collections of the so-called "inferno" nature should be behind dark doors. The student or other person entitled to their use will understand the necessity for any restrictions that may be deemed necessary, and will also be familiar with the card catalog and other devices of the up-to-date library which tell of its contents and the method of securing what is wanted.

If, for lack of room or other sufficient reason, it is impossible, or not deemed advisable, to provide open shelves as thus described, the librarian has an important question to consider

in the issuing of shelf permits. Circumstances must necessarily govern each case. The "standard" and "select" libraries have little trouble with the question, for either of these meet the wants of a majority of those who apply for special shelf permits. In the closed-shelf library, the first question arising, if the stack room is crowded, will be as to the number of people to be admitted to given departments at one time. If the stacks are but 18 inches apart, as they are in some departments of this library at this time, the question is a grave one. It is possible to issue shelf permits under these circumstances—it is even advisable to do so. To all teachers in the schools of the city and county, all preachers, club program committees, club topic leaders, scholars, and special students in any line, this is an open-shelf library five days every week. Saturdays it is not, for the reason that the number of volumes issued on this day is so large, comparatively, that it taxes the resources of the library to supply them promptly, and nothing is permitted to stand in the way of giving the best service possible at the delivery desk. There are other cases in which it is found desirable to grant shelf permits, such as the urgent business man looking up some question in which he is temporarily interested, the campaign orator who wants an authority quickly, and instances of a like nature.

The issue of shelf permits for the fiction department other than to those already mentioned, unless under stringent restrictions, probably occasions more heart-burnings, petty jealousies, and criticism of the powers that be among a certain class of literary patrons than any other one thing. This is doubly true if this department is in full view of the masses, who are, perforce, kept on the outside. They see others "browsing" here and there, examining the books at their leisure, making selections after a personal test—a sampling, as it were—while they themselves must select by title and number, and take what may happen to be found by the desk attendants or messengers. An attractive title in the catalog is often the most interesting thing about a book, in the opinion of the reader after he has read, or tried to read, it. The public is realizing this more and more every day; and it is prone to resent, and justly, any privilege which it sees extended to apparent favorites, the select few. Even if this special access to fiction shelves may be permitted without those accorded the privilege being seen, it does not follow that it is not known. It may be kept a secret for a time, but before one realizes it the issue of shelf permits is generally known. And it is, above all, in the fiction department that the best results may be anticipated from the open-shelf system.

## THE STANDARD LIBRARY.

BY WILLIAM E. FOSTER, *Librarian Providence (R. I.) Public Library.*

THE three fundamental requisites which we kept in mind, in our experiment of a Standard Library at Providence, have been: (1) ideal quality, (2) inviting aspect, and (3) inspiring character. The shape of the room, long and narrow (41 x 12), was neither a makeshift, nor a survival, nor an after-thought, but was distinctly planned from the beginning. It gives, as will be readily seen, two parallel rows, one of books and one of seats. Upon the wall is the inscription: "The books invite you not to study, but to taste and read." Anything more "inviting" than the whole aspect of this room it would be hard to imagine. The capacity of the room is small, but so will always be a collection like this—of nothing but the best, and solely in the field of the "literature of power," rather than the "literature of knowledge." These shelves

will hold not more than 1200 volumes. The number of volumes actually on the shelves at present is only 970, and these represent 98 different authors—less than 100.

The estimates of cost or value show a total of only \$1150.35 (or but little more than \$1 per volume, that is, with the discount deducted), indicating conclusively that it is not primarily nor essentially a collection of "éditions de luxe." What has been aimed at has been the best of the editions in every essential particular, that is, the best as literature, not necessarily the best as technical criticism. Thus, the set of Boswell's Johnson is not Dr. George Birkbeck Hill's, but Augustine Birrell's; that of Keats not the Forman edition, but the little Golden Treasury volume. Nor is the Variorum Shakespeare of Dr. Furness here included,

though from several points of view that would be regarded as the best edition. On the contrary, the "Temple Shakespeare" is included, as being the most attractive of the "one-play-a-volume" editions; and there is also, side by side with it, the Pickering edition in eleven volumes. The Spenser here included is not the sumptuous Muckley edition, but the Pickering edition, neat, accurate, and dignified, alike faultless in its typography and admirable in its text. The considerations which have been taken into account in deciding on the various editions are treated in detail in the *Monthly Bulletin* of the Providence Public Library for October, 1898, and are as follows: Text edition and editor, size, type, paper and ink, and binding. The text must be had in its integrity if possible. In the case of non-English authors, *i.e.*, those in some other language than English, the consideration of integrity of the author's text makes it essential that the original should be placed on the shelves in the ideally perfect text, while the consideration of attractiveness makes it, perhaps, equally essential that the author should also be represented in the best available English translation. And yet our experience has been that a far greater percentage of the public than is commonly supposed is ready to realize the fact that in the original alone is the real essence of the author's work. After all, who can reproduce in English all that there is in Theocritus, or in Horace, or in Montaigne?

And this leads us to the question, Who is benefited by such a collection of books? Three classes of readers have thus far been chiefly observed to use it. First, the casual visitor, drawn to it at first by curiosity, and returning to it repeatedly through stronger and stronger interest in it. The room which contains this collection fortunately stands next to the lecture-room, on the walls of which there is at all times an exhibit of pictures of some kind. It is well known that pictures draw more than books; but if these books will draw a visitor of this kind, they seem likely to continue to draw him. Second, persons of all ages and grades of advancement who are engaged in study, from a grammar school pupil to the graduate student in college. This use is large, but I pass over it now because it is necessarily very much smaller now than it is destined to become before long, with the definite development which teachers stand ready

to make of it. In many instances teachers have said to me that here was the opportunity that they had been living in hope of. Now that it is available—ready to their hand—they will more and more send or bring the pupils, in order that they may familiarize themselves with the best that there is in literature. Third, the man or woman who buys as well as reads books. I need not say that here is one phase of this work which promises rich results in the future. We have strong hopes—well-founded hopes, indeed—of being able through this agency to develop private book-buying. It is a habit which, unfortunately, has fallen into a certain decline throughout the country. The reason is plain. The public has more and more drawn apart from an atmosphere of the best books and taken up with a reading atmosphere which represents the ephemeral and fragmentary. It cannot be called a "literary atmosphere." There is many a man who simply does not know and appreciate the best literature because he has not been brought in contact with it. Let him be brought in contact with it, as here, and it will make its appeal to him. That it does make this appeal we are already sure of, as we are sure that this experiment of a standard library is getting the best books actually read. Nor is the expectation in regard to development of private book-buying by the readers an imaginary one. For years we have had the same experience with our readers, in a smaller way, at the old library. A reader would often return a book, saying that it is just the book which he must have for his own, and asking how to order it. Under these new conditions this tendency will at once be greatly facilitated.

I have mentioned the fact that in our case the selection of books is confined strictly to the "literature of power," instead of extending it to the "literature of knowledge." I do not need, at this late day, to quote in detail from those who have so lucidly given expression to this distinction. De Quincey, you remember, has thus stated it: "There is, first, the literature of knowledge, and, second, the literature of power." "The function of the first is to teach; the function of the second is to move." In other words, the object of the first is information. The object of the second is inspiration.

Surely, information is good; and why then have we not provided for it here? For one reason, we have not done so at the present

time, because this problem is by no means so simple as the other. In the literature of inspiration, the matter is for the most part a settled question. Time, with its unerring finger, has long ere this decided the rank of nearly every author admitted into this select company; and, as a consequence, no sweeping changes are likely to be necessary in future. In the literature of information, on the other hand, the best books of to-day are by no means the best books of to-morrow. The consequence is that such a collection would be in a constant state of flux and reflux. Nor would it be possible to make the entries of the best books under certain headings without awakening serious challenge. To take an instance which I have already cited—political economy—the ideal treatment of a subject like this varies very much according as it is the work of Henry C. Carey, William G. Sumner, or Henry George, and the adherents of either one of the three would be likely to consider the work of the other two as merely rubbish.

A word in regard to the choice of authors

for this library, which has been made from the "literature of power." I have spoken of these names as relatively secure of their position, and in general it may be said that they are beyond question, in themselves, though a wide difference of opinion may exist as to their relative claims as compared with each other. I had, however, expected a much wider difference of opinion in regard to their claims than has actually been developed. I had thought that it would be well to start with some list—the best list available—as a basis, and then, taking into account the comments and criticisms made on that, shape it into such modified form as might be required. In reality, there has been very little suggestion of change; and that is perhaps because the list was subjected to so wide a range of criticism and suggestion, before making it up.

I have thus reported progress, so to speak, on this new feature of our library work, during its first three months. To gain a more accurate idea of it, however, you should ask me about it one or two years from now.

## ACCESS TO A SELECTED LIBRARY: THE BUFFALO PLAN.

BY H. L. ELMENDORF, *Superintendent Buffalo (N. Y.) Public Library.*

ALMOST every plan or method in library affairs is the resultant of the meeting of two forces which tend in different directions, this resultant taking a new direction from that of either original force. The open shelf department of the Buffalo Public Library is certainly an instance of this kind. The two forces which met were, first, the ideal in the mind of the librarian, and, second, the preceding and existing conditions of the library. The ideal of the librarian was the freest possible safe access of the public to the books it was taxed to buy, the justice of access by the owner to his own property. This ideal working alone with an entirely new library *might* have produced an institution which would have given unrestricted access to all its books, but the second factor had to be dealt with. The Public Library was the heir of the great Buffalo Library with its collection of 85,000 volumes, the accumulation of 60 years of growth. It is a matter of necessity that a large percentage of these 85,000 volumes, while immensely valuable

and interesting for historic purposes, should be misleading rather than helpful to unskilled readers. Besides the character of the collection of books, the beautiful building which held it had to be taken into account. The conventional stack existed, so arranged as to afford convenient storage for a large number of books, but presenting insuperable difficulties to the admission to its shelves of any large number of people at one time. The character of both the books and the building thus apparently closed the door to the Cleveland-Denver-Philadelphia plan.

A feature of the old library seemed to suggest another solution. The Buffalo Library, always a proprietary library, reserved the home use of its books to members of the association and holders of a thousand free school tickets, a clientage amounting in all to about 4000 persons. The Buffalo Library was, beyond this perfectly proper restriction as to home use, extremely public-spirited, and allowed any well-behaved person the free use of its books



within the building, thus making itself a strong influence in the life of the city. Partly as a generous concession to the public, but more especially for the pleasure of its members, there was installed, during the later years of the old library, a department known as the "Nook." Here were placed, as they were published, one copy each of a small selection of the best and most attractive of the newest books. Books in the "Nook" were not issued for home use to anyone, but any person was at liberty to handle, examine, and read them. The experiment proved to be popular and helpful, but, for lack of money and suitable room, the collection was always small, never exceeding 100 volumes. Thus the "Nook" gave the idea of free access to a selected library for use in the building, but this idea was immediately modified in the open shelf department to free access to a selected library for home use. The transfer of some departments and the removal of several partitions gave space which could be converted into a large, beautiful room opening directly out of the circulating department. The physical difficulties of the building were thus overcome and the resultant of the open shelf department more than realized the librarian's ideal, because it gave access to as many of the books as the public cared to handle and see, without the confusion of superseded or uninteresting volumes.

The changes in the building gave a room 84 x 38 feet, well lighted and with wall space for shelving to hold 7700 volumes. The A. L. A. Library of 5000 volumes was taken as the basis for the first selection. Many modifications and changes were, of course, necessary to bring the list up to date and to replace superseded books. The open shelf library when opened numbered about 12,000 volumes, including duplicates. The shelves were comfortably filled with about 7000 volumes at the opening, the remainder being held in reserve. The reserves were all used during the first week, and it was necessary to borrow from the stack to supply the demand. The collection has been increased until it now numbers 20,500 volumes, representing about 7000 titles. These books are duplicates of the regular collection in the stack and are marked with red stars to insure their being shelved properly when returned by borrowers. One case is reserved for new books,

and another for books on topics of timely interest. The room serves as the main reading-room of the library, and is fitted with large tables and ordinary library chairs for the accommodation of readers.

The inventory, completed in January of this year, showed 616 volumes missing. This covers the losses of 28 months, a money value of about \$600, while we figure the saving in salaries of assistants for the same period at \$6,000. This calculation of money saved is made by taking the salaries of the number of assistants it requires to loan an equal number of books from the stack and deducting the salaries of the open shelf assistants, thus arriving at actual and not estimated figures. Some of these books may have been misplaced, but the greater number were undoubtedly stolen, most of them, we think, very soon after the opening of the library, before we had established certain necessary safeguards.

The system has passed the experimental stage, and we regard it as an assured success. The board of directors would as soon think of closing up any other department of the library as this one.

The manifest advantages of the system are:

1st. The great pleasure it gives, and the consequent popularity and increased usefulness and influence of the library.

2d. The marked improvement in the character of the public reading. We know that more than half of the books taken from the library are taken from a collection which we unreservedly recommend as the best books; if they are fiction, they are the best fiction; if science, the best and most reliable books upon the subject of which we know, and so on through all the different classes.

We know of no way of recommending a book so good as to put an attractive edition of it where people can handle and examine it for themselves. Great care is taken in the matter of the editions and the appearance of the books, and also as to the quality of their illustrations. To be popular in this department, a book must be attractive as well as interesting, and we see to it that all the books here are good editions, clean and in good repair.

The collection is not a fixed one, but the list is constantly being added to and revised. Books which do not prove popular are retired and others substituted.

## THE DUTIES AND QUALIFICATIONS OF ASSISTANTS IN OPEN-SHELF LIBRARIES.

BY ARTHUR E. BOSTWICK, *Librarian Brooklyn (N. Y.) Public Library.*

THE granting of a privilege, or its extension, necessarily brings with it two disadvantages—increased responsibility and the opportunity for abuse. The former is felt by those to whom the privilege is granted; the latter by its grantors. . . . From this rule the open-shelf library is not exempt. . . . If it is to do its work properly, it must acknowledge the disadvantages of its course and seek to minimize them.

In the library the burden of palliating the evils of open access rests directly on the shoulders of the assistant who comes into direct contact with the public, and the duties of assistants in open-shelf libraries in addition to those that devolve upon those of libraries in general are chiefly connected with this burden.

To repeat, the evils of an open system of distribution are twofold. On the side of the public there is increased responsibility. In an open-shelf library the *onus* of choice falls more directly on the users; they are called upon to discriminate between actual books instead of catalog entries—between things instead of their names. The books are arranged in a somewhat unfamiliar order; this must be mastered and care must be taken that it is not disturbed by replacing them wrongly. These are but a few of the responsibilities that are devolved on the public by this particular extension of privilege. On the other hand, the library has to suffer in many directions from failure of the public to live up to the measure of these responsibilities or from direct abuse of its increased privileges. The books are carelessly handled, replaced in confusion, carried away by mistake, stolen.

The new duties of the attendants, therefore, like the evils they are designed to mitigate, must fall into two classes—they must aid the public and they must guard the library. If the user of the library does not know what he wants the assistant must know—more than this: the assistant must divine whether the user knows or not before he speaks, for an offer of aid where none is needed is by no means appreciated. Is

the unaccustomed user mystified by the arrangement of books, in spite of all that can be told him by signs and shelf labels? The assistant must patiently explain, and politely listen to his denunciations of the system of classification; for, whatever it may be, its vulnerable points will be sure to present themselves to one who is making its acquaintance. She must continually chide the person who is slipping a volume of biography in among the sociology, and must explain how much extra labor this means for the overworked library force. And as these efforts always fall short of perfect achievement she must at least once a day go over the portion of the shelving allotted to her, and see that the books are arranged in the proper order. All these duties, and plenty of others, fall under the head of aid to the public. But at the same time the assistant must safeguard the interests of the library. She must see that in the necessary handling of the books there is no unnecessary roughness. She must watch constantly for dishonesty without doing so obtrusively. She must maintain order gently but firmly.

In a small open-shelf library these multifarious duties, as well as the others pertaining to the work of the library, may have to be performed by one person, who must make lightning changes from charging desk to shelves and then to mending-table without forgetting that she is at the same time public mentor and policeman. In larger libraries the duties will of course be divided. Whether this shall be done permanently or temporarily is a matter on which there may be difference of opinion, and the conclusion may vary with locality and other conditions, but in general, I believe that the best plan is assignment to each of them in turn for part of the working day. Thus, with a large staff, where there may be a somewhat minute sub-division, that part of the staff that is assigned to specifically open-shelf duty may consist of (1) shelf assistants, who go over the shelves constantly and see that the books

are in order, (2) information clerks, who aid the users in making selections, and (3) assistants whose duty it shall be to maintain order and prevent dishonesty. I do not believe that this division of duties is anywhere in actual employment. It is merely suggested here. In all open-shelf libraries with which I am familiar certain assistants are assigned to floor duty, which is a combination of the three kinds of work mentioned above; but in large libraries, I believe that specialization after some such plan would be an advantage. In particular, I feel that the duty of safeguarding the library—police duties, if you will—should receive a special assignment. The ease of theft in the open-shelf system is its one vulnerable point. It has been ignored too much, and this fact has been made the most of by some recent opponents of the system. We must acknowledge that there is increased theft from open shelves, but instead of calmly regarding it as a law of nature, thus encouraging the public to look at it as a venial offence, we should strain every nerve to minimize it, even if we can not do away with it altogether. This, it seems to me, can be done only by special watchfulness. Whatever is necessary to prevent or detect theft should be done. If it can not be accomplished without having a corps of special detectives scattered over the library, then such a corps should be employed, even if they cost the library ten times the value of the books stolen. There is more at stake in this matter than the money value of a few volumes. We do not refuse to police our parks properly because the value, as hay, of the grass trampled under foot in one season does not equal the salary of a single policeman. My warrant for the introduction here of this question of theft from open shelves is that I believe that the police function of public library assistants has not been sufficiently emphasized, and is not sufficiently realized by the assistants themselves.

It will be seen that when the shelves of a library are opened to the public the duties of the assistants in certain directions are very much increased. In other directions they are decreased. For instance, there is no longer any running to and fro between book-stack and user. It is a general impression that this decrease in work so far exceeds any increase that there may be, that an open-shelf library may be operated at less expense than

with closed shelves. This does not accord with my experience. Of course, we may neglect the duties of aiding the public and of protecting the library so that it remains simply to charge and discharge the books, but if these two classes of floor duty be properly attended to I believe that an open-shelf library requires a larger number of assistants than a closed-shelf library having the same circulation. But the open shelf has become a necessity and we should be glad to spend whatever is necessary to carry it on in the best possible manner.

What special qualifications should be possessed by an open-shelf assistant? Open access looked at from the standpoint of the public is the admission of the people into the library proper—the place where the books are. From the librarian's point of view it is, or should be, the unchaining of the assistant and the sending her forth into the place where the people are. From both points of view the contact between librarians and public must become closer; and the assistant's qualifications should be such as to promote this result. All those qualities that are necessary to pleasant relations with the users of the library at the desk of a closed-shelf library she must possess in an enhanced degree—patience, agreeable manners, good humor, a fund of general knowledge, the ability to think quickly and answer directly, a watchful eye, and, when necessity arises, the mien and action of one in authority. Whether a person possesses these qualifications or not can be told only by trial; they can be guaranteed neither by college diploma, library school certificate, or personal recommendation. Some form of apprenticeship is probably the best method of sorting the wheat from the chaff, but to start off with, every applicant should have at least sound health, education, and good breeding.

To sum up, the open shelf question is but one manifestation of a movement that has affected all kinds of economic distribution, and that has resulted in a closer connection between the agents of distribution and the public. The modifications of duties and qualifications in the agents have been those naturally consequent on this closer relation, and include, first, greater readiness and ability to aid the public in selection, and, second, greater watchfulness in guarding against possible abuse of increased privileges.

## THE TRUSTEE.

BY THOMAS L. MONTGOMERY, *Trustee Free Library of Philadelphia.*

IT is an awkward matter for a librarian to speak about trustees, for any criticism that he may make may be considered as an experience with his own board. It is probably due to this that each person who speaks on trustees announces that there is no literature on the subject. After all, there is very little to say. The genus is divided into two species, (1) good and (2) bad, with a plentiful supply of hybrids. Lucky is the librarian who has chosen as his basis of operations the habitat of the former.

I had been a trustee for some years before I looked up a definition of the term. Here it is: "A person to whom property or funds have been committed in the belief and trust that he will hold and apply the same for the benefit of those who are entitled, according to an expressed intention, either by the parties themselves or by the deed, will, settlement or arrangement of another; also by extension a person held accountable as if he were expressly a trustee in law."

This is very much worse than I supposed. I had previously asked Mr. Thomson, our librarian, for his definition and he had described a trustee as a necessary evil acting upon the librarian as a counter-irritant.

Some years ago an article appeared in the *Nation* in which the suggestion was made that "Now that library schools were an accomplished fact it might be worth while to have a school for trustees as well as for librarians and their assistants. The ignorance of trustees about library matters is necessarily great. When appointed they generally know nothing of library management and sometimes very little of literature, and yet, because they have been elected by a town meeting, they feel themselves qualified to decide everything. If they are wise enough to secure a competent librarian and let him run the library under criticism, not as to details, but as to results, perhaps the less they know the better, for sometimes a little knowledge in a trustee is a dangerous thing."

This statement probably coincides with that of most professional librarians and there must

be some reason for it. No doubt there are ignorant men who have been chosen for positions on library boards who have considerably inconvenienced the perfectionist librarian, and yet what would be the lot of the librarian who had not such a member in his board? How else could he account for the failures of experiments which he knew had been successful elsewhere, because he had seen it in the *Library Journal*? How else could he dilate upon the results that would have followed had he been allowed to do as he wished unopposed at some clearly marked date in his library experience?

Granting that bad selections are often made for such positions I cannot but consider it a weakness in a librarian to say that his work has been minimized by his board of trustees. If he is sure of his ground and expresses himself clearly to his board and the board has confidence in him, I do not think that the work would be kept back for any length of time. But let us suppose that there are several men in the board who are opposed to the librarian on almost every point. Is not this fact sure to bring out the very best qualities in him? Will he not present his case much more rigorously under opposition and will not the result be better worth attaining after an honest opposition has been overcome? I am not now, of course, speaking of those cases where politics are brought into the considerations of the board and the librarian is tormented by those of other parties; but of boards composed of a mixed gathering of lawyers, physicians, members of the city government, those who have served on the governing committees of organizations long-since-justly-defunct, and members of the community who are included because they once wrote something or are possessed of a large library which the board looks at with covetous eyes. The first meetings of a board of this nature are apt to produce something resembling nervous prostration on the part of the librarian, especially if he is asked to act as secretary *ex officio*. This, by the way, is one of the most serious mistakes that a librarian can make. In

his care to get his minutes correct he misses many opportunities of making the proper suggestion at the proper time. But the reason that he is troubled by the elements around him is that he is not the administrator; that he thinks he is, and has not shown the qualities that he would have to possess to be successful in any of the ordinary pursuits of life. He may in time improve in these respects by the exercise of ordinary common sense and may unite the warring elements. He will do this quite as often by not pressing the members of the board for an immediate decision as by any other course. If he is sure in his own mind that his suggestion is sound it will not be hurt by being laid over for another meeting until it has had time to percolate into the mind of the slow member, during which period the member who has made an impetuous speech against it may have cooled down.

Some years ago a report was made to this organization concerning meetings of library boards, the extremes being one board of two members, representing a fairly large library, which met twice a year to pass a vote of confidence in the librarian, and another a board of 30 women, representing a library whose total receipts were \$300 a year, which met once a week. Personally, I believe in frequent meetings of trustees, in order that they may be satisfied that good business methods prevail, and that the institution is living up to its charter and deed of trust. The danger in too many meetings is, of course, the entering into details which are more properly the duty of the librarian and his assistants. These, however, seldom result seriously, except in cases where the librarian has overburdened himself with detailed work, or has not provided himself with competent assistants, in which cases the board is justified in taking the matter up. To avoid meetings of the board or to use influence for the lessening of the number of meetings is an expression of weakness on the part of the librarian.

In a very interesting paper by Mr. Soule on the trustees of free public libraries, small boards were advocated, but in this I cannot agree with him. The library of any town needs all the influence that can be brought to bear in its behalf. The choosing of a certain number of men representing large business interests who cannot, by reason of the incessant calls made

upon their time be regular attendants at meeting is, in my opinion, wise. The working committee, generally called the library committee, might better be composed of men who know something of library matters, and have some time to devote to them, who can act as the librarian's advisory board. This committee can have power to expend moneys within the appropriations made by the board, and thus eliminate from the board meetings much that is not interesting to those not familiar with the detailed work. It is well for the library to have those who can be called upon to say a word in its favor when a single word from such a person can accomplish more than months of hard labor on the part of one or more energetically disposed, but not carrying the same weight in the community.

Coming from a conservative city, I naturally object to the very modern conclusions of Mr. Soule that trustees should only be appointed for a stated term of years. Such a course may result in the prevention of stagnation, as he says. I have not the slightest objection to any library adopting the rule, provided that it is not the library in which I am interested. While it is best that the librarian should be in attendance at most meetings of the board and that the board should act in the capacity of adviser, or even take the initiative in certain parts of the work in which it finds the librarian deficient, it is not, in my opinion, wise for him to be present at all the board meetings. The trustees are legally responsible for the conduct of the institution, and the limitations of any individual in the position of a librarian must be recognized even by the profession. The more capable the librarian the less he need fear any action of the board in his absence. It certainly would be more courteous for the librarian to retire at certain times when his opinion as an expert is not needed.

Personally speaking, I am a trustee in order to help the librarian in every way in my power — not because it is a duty, for that might be done perfunctorily, but because it is a pleasure, and as such it is to be taken seriously.

As a librarian I am thoroughly opposed to the spasmodic attendance of trustees at the A. L. A. conferences. If they wish to study the subject thoroughly and attend the meetings regularly, well and good, otherwise attendance will generally result in pernicious activity.

## THE CARE OF SERIAL PUBLICATIONS

BY JAMES T. GEROULD, *Columbia University Library.*

THERE seems to be no uniformity of practice regarding the care of serial publications in its relation to the general administration of the library. In some libraries a special department has been created; in others they are in the charge of the order clerk, the loan clerk, or the assistant in charge of the reading-room. In the small library they must, of course, be cared for by some one who has other duties, but in any library of over 100,000 volumes there is, it seems to me, enough detail in the proper supervision of these publications to occupy the entire time of one person. Such officer should be made entirely responsible for the purchase, receipt, and care of all serials. He should see to it that those obtained by gift are received regularly, and that sets are made complete, and finally he should be prepared to do reference work and prepare reading lists on current events.

Wherever possible, periodicals should be ordered through some agent of recognized standing. Better terms can be made, and better service, particularly in the case of foreign periodicals, can be had in this way. Domestic publications should be sent by mail direct to the library. Foreign publications, except in the case of a few weeklies like the *Spectator*, should, however, be collected by the agent at various centers in Europe, shipped by freight to his American office, and sent to the library in weekly packages. The delay, which ought not to be greater than a week, is more than counterbalanced by the facts that the periodicals arrive in better condition and that fewer are lost in transit.

The record of receipt should be kept on cards, 11 x 6½ being a convenient size. The card should show, aside from the title and date of receipt of each number, the call number and state of completeness of the library set, frequency, and in case of weeklies, day of issue, number of issues per volume, and of volumes per year, address of publisher, name of agent through whom ordered, regular price, date of bill, date of expiration of subscription, cost, where the title-page and index are to be found,

and date when volume was sent to binder. Such a record answers at a glance, practically, every question likely to be asked regarding the publication or the receipt of any periodical on the list.

Subscriptions should be, wherever possible, continuous with the fiscal year and should be paid as soon as possible after its opening. Supplemental bills, covering periodicals which appear at irregular intervals, single parts, etc., may be rendered monthly.

Aside from the ledger account kept on the record card, the bills should be entered in detail in the fund book, for which a suggested ruling is: Agent, Date of bill, Title, Date of expiration of subscription, Price.

Where space will permit, the best case for the display and preservation of unbound periodicals seems to me to be one having a top with a double slope, where the current numbers can be arranged, and having a series of drawers below for the reception of unbound numbers. If floor space is more limited, cases of drawers can be arranged about the walls of the room and current numbers of the more generally used periodicals only displayed on tables.

At Columbia we have tried the plan of distributing the current numbers of periodicals of a special nature to the departmental library most likely to use them. We have determined recently, however, that, as soon as a room of sufficient size is available, all the periodicals, with possibly a few exceptions, are to be brought together again. It is quite possible that the present system renders the use of the periodicals more intensive, but it has resulted in absolutely preventing a certain very valuable extensive use.

Every library has in addition to the serial publications, which properly belong in the reading-room for periodicals, a large amount of unbound reports, bulletins, and other publications of societies or of governmental offices which, unless properly indexed, are a source of constant annoyance. I have found that a very satisfactory method of handling these is to tie them up in packages, each title by itself, and

classify according to the regular system. These packages can be arranged on shelves in any unused corner of the library. A rough working card catalog, for the use of the assistant in charge, is placed near them, in which is indicated the call number, title, and serial numbers of the periodical indexed. In the lower left-hand corner, we record what part, if any, of the serial is bound and on the regular shelves. When a volume is made up for binding a line is drawn through the numbers included and the figure in the lower corner is changed.

In addition to this catalog, the unbound parts are indexed in the main catalog on a printed card which follows the main entry, if there be one, and which reads, following the title: "The library has the following unbound parts of this periodical which may be obtained by applying at the loan desk." Entries on this card are made in pencil, so that when a volume is bound the cataloger simply transfers the number from the supplementary to the main card.

As a method of keeping sets of the annual volumes of municipal, state, and other bodies, up to date, a rough card catalog may be kept indicating simply title and serial number. As volumes come in, their number is added to the

card and the card itself transferred to a second drawer. At the end of the year the cards remaining in the first drawer can be taken out and the missing volumes written for. For this purpose I have a blank form, but I am inclined to believe, however, that it is better economy to write a personal letter.

No definite rule can be established regarding the circulation of unbound material. It is a question that each library must answer for itself.

The following rules are those in force at Columbia:

"Except by special permission from the librarian, no monthly periodical shall be withdrawn from the periodical room within two weeks after its receipt; and no weekly periodical until the next number shall have been received. After the time specified above, periodicals may be withdrawn for a limited time on application to the supervisor of the department.

"The monthly periodicals known as standard or popular may not be withdrawn from the periodical room until the receipt of each succeeding number.

"No periodical may be withdrawn at any time for more than one week."

## THE COLLEGE LIBRARY VS. THE UNIVERSITY LIBRARY.

BY ISABEL ELY LORD, *Librarian Bryn Mawr College.*

IN these comparatively early days of the differentiation between the college and the university it is hard to find definitions of the two institutions on which all students of education would agree. It is but too well known that dozens of American colleges of no high rank call themselves universities, while a few that carry on what is ordinarily considered university work are still officially known as colleges. We must, however, find a working definition of the distinction between the institutions if we are to consider the question of the difference in their libraries.

This distinction cannot be made for America by reference to history or to other countries. The college is not the German gymnasium or the French *lycée*, nor yet is it the same as the English college. Geographic conditions are no small factor in deciding the educational system

of a country, and in our own the immense tract over which our population is scattered has made impossible the gathering into a few great centers the work of the university, including within itself the work of the college. We have multiplied the numbers of the lesser institution far beyond those of the greater without having drawn the line between the two with any distinctness.

Let us begin with the broad statement that the college is the preparation for the university. It is also, assuredly, a preparation for life, and the great work of the modern college is to make men and women, not to make scholars. There are, however, but two means contributing to this end, with one of which—the community life—we are not dealing except in the most indirect way in considering our subject, while the other—the academic work—must

be carried on for its own sake, not subordinated to what are commonly called practical considerations, if it is to accomplish its end. We are, therefore, not losing sight of the broad aim of the college when we say that it is the preparation for the university.

The college gives, then, the liberal culture whose sign manual is the degree of Bachelor of Arts. It prepares each of its students, by giving him a broad general education, and, what is much more important, by teaching him how to think and work for himself—it prepares each of its students, I repeat, for any special work which he may wish to take up in the future. If he decides to carry on such work under academic guidance he must go to the university, or to an institution doing university work. The university of to-day almost invariably includes a college, but theoretically it need give no undergraduate work whatever to justify its existence. A college, on the other hand, remains a college, even though, as occasionally occurs, it gives the beginning of original work—of the production of knowledge as against the acquisition of knowledge—of the four college years. But if it gives enough of such work to enable its students to take any one of the higher degrees, whether that of Doctor of Philosophy or any special degree which implies three years work after the B.A., it is then in reality doing university work.

As a matter of fact there are only two institutions in the United States—excluding the women's colleges affiliated to universities and not themselves granting degrees—which, while doing graduate work of sufficient importance to win them membership in the Federation of Graduate Clubs, still call themselves colleges. These are Wellesley and Bryn Mawr. Perhaps the fact that the higher education of women has been advocated and directed by the newer type of educator explains their modesty of title as a protest against the pretentiousness of the self-styled universities of high school rank. At least, if my distinction is the true one, Bryn Mawr, with a high standard and a graduate school which in 1898-99 made up one-sixth of its student body, is a university, though a limited one.

This brings up the questions of those institutions giving graduate work in one or two special departments. Several of the great European universities at one time gave instruction

in but one subject or group of subjects. That of Bologna, for example, taught only law, that of Paris only theology. In the United States to-day Clark University confines itself to instruction in five closely allied branches of science. If you remember the original meaning of the word under discussion, it is easy to deny the right to use it to an institution which gives nothing of the "general studies," nothing of the broad lines of scholarly work. No institution can teach "all that is knowable," but surely it wins the right to call itself a university when it enables its students to pursue research work in the broad field of pure scholarship. It may add to the departments thus created any number of technical and professional schools, but if it omits the scholarly side it becomes only a group of such schools, not the true university. The work done by such a school or schools is university work, in the sense that it is special work for which the college training is the necessary preparation, but this last is not enough to create a university. The Massachusetts Institute of Technology is an excellent example of such a special school which is rightly named. It is not necessary, however, to settle the claims of such schools here. They are not to be considered as universities in a discussion of the scope of a university library. They are special schools with special libraries, and I shall not again refer to them.

It is obvious that the giving of the beginnings of graduate work in no sense changes the type of the college. It is undoubtedly inadvisable for the small institution to give any except under press of circumstance, but the unimportant amount of work that can be done does not affect the type of the institution. The college must equip any one of its students with the outfit of the scholar, by giving him a thorough training in the humanities. Its work stops with the broad general culture, but if by chance circumstances force it a little farther with a few students, it does not therefore change the sum total of its work and create for us a third type of institution. We have, then, but two—the college and the university.

The tool of the university or college is the library; this must, therefore, differ with differing work. What shall the university library be? With ample endowment and proper housing how shall it develop? Theoretically the ideal university library is the complete library;



practically the complete library cannot exist, unless by some mighty co-operation of the golden future one such should be made possible. Since it cannot even aim at completeness, then, what shall the university library do? Shall it struggle along in an endeavor to be as near complete in every direction as its limitations will allow? In the day of co-operation we cannot consent to such a waste. The university libraries of the future will, besides providing the efficient all-round working collection, choose each for itself some special line or lines on which to develop as fine and complete a collection as possible. We shall know one great university for its library in Semitics, let us say; another will constantly extend its famous collection on commercial geography. When a rare or an obscure book in any line is desired, the librarian will know where to send for it; the university library which has expended some of its energy and resources in getting the book will share it with any special student who needs it. I feel apologetic in stating thus in a brief and crude way what has been set forth so clearly and convincingly in the paper read by Dr. E. C. Richardson before the Pennsylvania Library Club in January 1899. It was necessary for me, however, to restate, although inadequately, these propositions in order that I might ask the question which is the main one of this paper. Shall, then, the college library be planned on the same basis as that of the university? Shall it spend its modest resources, its time and its care in building up one or two departments while the others are left behind in the race for advancement? I believe firmly that it should not. The college, according to my premise, exists to do the all-round work which prepares a man or woman for the special work of the future. It should therefore develop as evenly as possible in every line of scholarly work. It should aim to be a good working library for the regular college courses, with just enough of original sources and material for research work to be the skeleton at the feast for the undergraduate, reminding him at every turn: "Remember that you have but begun the path. You may stop, you may diverge, but the path goes on to indefinite heights." It should be the library which will teach him how to use a university library, but not a university library in miniature, exactly as the college teaches him how to use the uni-

versity, although it does not do university work.

Let us consider for a moment the methods of building up such a library, and just what is involved. Two things must be kept carefully in mind—inclusion and exclusion. The latter is much the more difficult problem. It requires at times a heroism that only a librarian can appreciate; it requires prayer and fasting to make it judicious and complete. But the former is first in order of time.

What shall a college library include? First, then, the ordinary standard reference library of books and periodicals with which the university and the public library also begin. Next, a collection of high-grade text books and books of special reference in all departments. Here, too, we find no difference from the university. Next, sets of the most scholarly and most widely used of the periodicals in every branch of the college work. These, too, of course, the university has, but it adds to them the minor, the obscure, the old, and the very technical periodicals, endeavoring, in the lines of its special work, to have a complete periodical file. This, in my opinion, it would be folly for the college to do in any department. If, from time to time, it needs for consultation a volume from such a file, that volume may be borrowed from the nearest university possessing it. As a pertinent aside, let me add here that, even if the college should be forced to pay in expenses of carriage as much as the volume would cost if bought—nay, even if, in the course of years, such expenses should mount up to the price of a set of the periodical in question, that is no convincing argument for the purchase of the set. The first cost is not the only thing to be considered. Time and room, both of which are to the librarian much more than money, are taken at the moment and afterward for each addition. The question whether the books are worth all three must be weighed carefully. And as my ideal college library gives free access to all shelves, there is for it, in such a purchase, the added disadvantage of putting before the student a file of books which is perhaps not advisable for him.

But to return from my wandering to my sheep. After reference books, text-books, and periodicals, we add a few original sources—the main original sources, if I may speak thus—in each department. In any good college a

certain amount of reference to these is, of course, given to the undergraduate, and the choice will depend very largely on specific college courses. To the collection thus gathered we add a careful library of literary and historical reference, in the wider sense of the last-named word, filling in thus with books which, perhaps, are not referred to in any college lecture, but which are a part of every gentleman's library, and certainly of every college library.

There is, then, nothing new for the college to attempt in the matter of inclusion. The university does all this and goes on. The college, on the other hand, does this and stops. It adds, of course, as a living organism must, but it adds always evenly, always with an attempt to keep its collection a well-rounded one. Supposing, indeed, that it had the same resources as a great university — which a college practically never has — its library would be a different one. It not only does not, however, have the same resources: it should not. In that wise future of which we so often have occasion to speak, there will be a just distribution of material resources, and the university will get immensely the larger share. The college will not attempt to become great in numbers beyond a fixed and rather restricted limit. Its endowment will grow until sufficient for its needs; the surplus which may by chance come to it will be directed to the great university, whose needs are infinite.

I have said nothing about the method of selection. That it should be done largely by or through the professors is the natural method, since the professors are a body of experts. Whether the decision be with the expert, each member of the faculty being assigned a definite amount of the library income, or whether the wise librarian buys only on consultation with the professor, makes little difference. That librarian must be a "man-of-infinite-resource-and-sagacity" in either case.

To consider once more the size of the library. It must grow, I said; I believe that in certain directions it should grow less. A working library for the all-round student does not contain dead material, yet such certainly exists in any college library which does not vigorously practice exclusion by withdrawal.

Books whose usefulness for the library is past fall under three heads: superseded text-

books, mistaken purchases — remember, we are human! — and duplicates which are no longer used. I say boldly, withdraw them all. Be cautious, of course. The passion for exclusion may be quite as extreme as that for inclusion. I have not, however, found it as common! Perhaps you think this is advocating too careful guarding of my undergraduate, with his free access to the shelves. I am, it is true, afraid that he will get more harm than good from inaccurate or out-of-date books, but there will be left all the inaccuracy and medievalism that he can digest. The exercise of his will and judgment on the best books we can give him will keep both healthy!

There remains one question of exclusion which always excites a smile and a groan from the librarian — that of gifts. If a library is already sufficiently provided with funds, it can usually refuse books it does not desire without any fatal consequences. If its resources are, like those of every college library I know, inadequate to its needs, shall it run the risk of offending benefactors? There is but one answer to such a question. The risk, as a matter of fact, is small, if the benefactor is a sensible person, but any risk whatever should be run rather than put on the shelves books that do not belong there. The wise librarian can generally propitiate the donor in any case. Books which are duplicates can be put into the library with the gift book-plate and the original copy withdrawn for sale or exchange. Gifts may often be judiciously diverted to the nearest historical society. I do not need to say that these are usually genealogies. If the donor is unwilling that books not of use to the library should be sold or exchanged, then they should be returned or refused as tactfully as may be.

The disposition of all these rejected books is not always easy. If the library is poor, exchange or the sale to a second-hand book shop is the ordinary method. Duplicates may sometimes be sold in the college itself. If the library does not need the money value of the books, they should be presented to any university, state, or reference library that would like them. The *Library Journal* columns of "Who wants this book?" will be amusing reading in the days when this practise becomes general. If nobody wishes the books — well, one hesitates to advise the burning of even a bad book, unless it be very bad indeed, but I

would rather put it in a bonfire than on my library shelves, and there is, it must be remembered, a limit to the storage space of the largest cellar.

Exclusion will hardly take the amount of time and thought inclusion demands. Yet it is probably true that the librarian will spend more of both on it proportionately, as it will be much easier to get help from the college faculty for the one than for the other. The average college professor desires to build up his part of the library on the lines of that of the university where he took his highest degree, and the exclusion of any book which could possibly at any future date or under any imaginable conditions be of value historically is to him heresy—especially when the book comes to the library without cost to his department. The librarian's province is to guide and check this tendency of the professor—in a judicious and tactful way—for the good of the library, and thus for the good of the college.

That there is a difference between a college and a university, as we use the terms in America, is indisputable; that it lies, speaking broadly, in the fact that the college gives the broad general education which prepares a student both for life and for special work, while the university adds to this in special work, research work, original work, production as against the acquisition of knowledge—that the distinction lies here will, I hope, commend itself to your judgment. It is an axiom that the difference of function of the institutions creates a necessity for a difference in the scope of their libraries. The claim of this paper is that this difference should be brought about by the co-operation of the college and the university. While applauding and aiding the library of the greater body in its endeavor to supplement a working collection of books by one or more magnificent special collections, that of the smaller body—the college—should on its own part strive to preserve a perfect balance in all its branches.

## ESSENTIALS OF A GOOD LIBRARY LAW.

BY WILLIAM R. EASTMAN, *Public Libraries Division, University of the State of New York.*

**1. Information.** When the people of a community begin to be interested in having a public library the first thing wanted is information. A knowledge of facts is the only proper basis of action. Their first call upon the state is that it shall tell them the latest results of library experience and advise them as to their course. Hence, the first point in library law is the creation of a state board or commission whose official business it shall be to learn library facts, study library methods, answer inquiries and publish results and in every possible way interest the public, promote new library enterprises, and enlarge the scope and value of those already existing.

A commission of five, each one to serve five years with one new appointment each year, will have a desirable permanence. If appointed by the governor on the ground of personal fitness the results will be better than if each commissioner is to represent some interest or is added because he already holds some other office.

The commission, receiving annually a report from every library in the state, should report a

summary of all its facts, doings, and recommendations to each session of the legislature.

The commission may very properly, and with advantage to the state, have charge of the state library, appointing the librarian and all needed assistants, and make it the center of the library movement. A strong, inspiring personal leadership is of the first importance and, if means can be supplied, every such commission should have a paid executive whose time will be given to its work. If libraries are aided by the state, either by grants of money or books or traveling libraries, distribution should be made through the commission in accordance with their rules.

If the first legislation should stop with the creation of a commission instructed to report to the governor before the next session of the legislature a library law adapted to state conditions, it might lead to better results than those reached by any hasty action.

**2. Founding.** The law should provide for the founding of libraries by a method easily understood and readily followed. There are three ways of founding a library: by the gift of one

person, by the combined gifts of many persons, or by the act of the community voting a public tax.

The law does not concern itself very much with the initial proceedings in the first two cases, but is concerned with every step in the establishment of a tax supported library.

In every state there is already a system of common schools. Libraries are also educational and their relations to the schools are vital, and an important question to be settled at this point is whether the public libraries shall be placed in the hands of the school authorities. Since these authorities are already in active service under a well organized system, it seems a very simple solution of the problem to add one more item to their duties. But long experience in several states is opposed to this course. In a multitude of cases the school district is too small to maintain a good library; the care of a library calls for a special personal fitness on the part of its trustees not always possessed by those chosen to do a different service. It has been found that in the combination of school and library under one management the library is liable to suffer for lack of both attention and funds and it also fails to arouse the same public interest that it might receive if standing by itself as a distinct enterprise in care of a board chosen to promote a public library and for no other purpose.

But inasmuch as the school system is established and familiar to the people, the library system should be along lines parallel to it. Let any municipality or district, when holding its usual meeting to vote taxes for the year, have the power to establish a public library and to lay a tax to support it. If in a city or large village this tax levy for the school is commonly made by the common council or village board or by the school board, let the same course be taken for the library. Lest there should be some hesitation about bringing the subject before the meeting let the petition of 25 taxpayers be sufficient to require a vote. Let the principle of home rule be fully respected in this matter, and the power to found a library be as free as the power to start a public school. It will be convenient in preparing ballots for a library vote to include thereon the amount of yearly tax proposed, thus, on one ballot, "Library tax of...mills. Yes." Or, on another, "Library tax of...mills. No."

A library so established by the voters or their representatives should be declared by law a body corporate. Free libraries founded by endowment or by associations should become incorporated under general corporation law, and on application to and approval by the state commission should be registered as associate libraries.

3. *Control.* The control of the library will be determined by the choice of trustees. They will be chosen by the body that founds the library, in cities, perhaps, on nomination of the mayor, from persons of recognized fitness. No one should be ineligible by reason of sex. The number should not be less than three nor more than seven. Five is a convenient number, allowing some division of labor, without impairing a sense of personal responsibility. Their terms of office should be not less than three nor, as a rule, more than five years. To secure a good degree of continuity in management their terms should be so arranged that only one or two will go out of office in any given year.

Direct control by any outside body is not desirable, but if state aid is extended a proper standard should be fixed by the state commission as a condition of state aid.

4. *Support.* The law should insure the support of a library doing good work. At the time of establishment let a maximum rate of annual taxation for its support be fixed. After that the trustees should annually report to the body establishing the library the work done, the money spent, and the money needed for the next year. If this amount falls within the maximum it should be levied without question or vote. The maximum rate should not be diminished unless it is so voted at two consecutive annual elections.

Some have preferred to fix in the law a maximum rate for the whole state, but conditions vary so greatly that it seems better to leave this to local determination, and the very discussion of this question may increase public interest in the enterprise.

5. *Contract.* The law should permit the making of contracts for library privileges. There are several different conditions in which a contract offers the simplest, most convenient, and satisfactory solution of the difficulty of concurrent action. An established library, privately owned and controlled, may be glad to open its doors wide to the public if the public will pay the

cost of the additional service required. The city will be better served by paying the cost to the private library than by founding a rival library of its own. On the other hand, many a community too small or too poor to maintain a good library may be glad to share the facilities of a neighboring library and to pay some small amount raised by taxation for the privilege. Another neighborhood would be greatly encouraged to found a library if it might hope to secure contracts with other districts. Combination for library purposes may thus be effected without tedious formalities. Such contracts should be referred to the state commission for approval. They might provide for lending books to individual borrowers in the contracting districts or for travelling libraries or for any other form of service deemed most convenient.

6. *Travelling libraries.* A state system of travelling libraries under charge of the state commission is desirable, not only to supply the best reading in distant districts, but to stir up

a general library interest, give the commission tools to work with, supply an object lesson, and lead to local movement for permanent libraries.

7. *Buildings.* Municipalities or districts should have the same power to take land and erect buildings or rent rooms for libraries as for schools.

8. *Exchanges.* All public and associate libraries should have the privilege of exchanging books and duplicates with the state library and with each other under rules of the state commission.

9. *Permanence.* The abolition of a public library should be more difficult than its foundation, requiring at least the vote of two consecutive annual meetings of the body that established it.

10. *Penalties.* Penalties for injury or detention of books should be named in the law. If wilful and continued they should be misdemeanors, punishable by fine and imprisonment.

## LINES OF WORK WHICH A STATE LIBRARY COMMISSION CAN PROFITABLY UNDERTAKE.

BY GRATIA A. COUNTRYMAN, *Secretary Minnesota State Library Commission.*

THIS paper does not attempt any exhaustive study of the work being done by various existing commissions, but for the sake of discussion tries to give a summary of the *kinds* of work which have been undertaken, and which from experience the writer believes can be effectively and successfully carried out.

The work of a library commission naturally falls into three divisions:

1. The establishment of permanent local libraries.

2. The organization and improvement of existing libraries, including the training of librarians in necessary technical knowledge.

3. The circulation of free reading matter in places which have no libraries, commonly in the shape of travelling libraries.

These three divisions will cover almost, if not all, the work which a commission can do. Indeed they open a very wide field of usefulness, especially in the south and west. How much can be done by the commission will depend upon the amount of money at its disposal,

and the number of people who can be employed to carry on such work. But the advisability of doing this or that must depend partly upon the nature of the community and the response which the people themselves make. Some commissions have been able to do what other commissions could not possibly have done. So that the first thing which any commission should do, is to study the conditions in the state, know where libraries already exist, know the races composing the population, know the local industries, know the movements stirring in the state with which libraries can co-operate, and be ready to take advantage of favoring circumstances. Library development in the state and the extension of reading facilities is the object for which a library commission exists.

In the headings mentioned above, we have given the lines of work in the order of their importance, and will take them up in the same order.

1. What can the commission do to establish permanent local libraries?

We put this as the chief work of a commission, because it is better to put people to work for themselves than to make them recipients of outside aid. It arouses their local pride to have a library of their own and it is something permanent accomplished.

All of our states have library laws according to which a village or town must proceed in establishing a library. Many towns do not know the law, and do not know how to proceed, and if they are not especially interested they do not take the trouble to find out. If the commission will publish the law, and point out the simplest way to go about it, many towns may be started into action. This spring four or five libraries in Minnesota were started in this simple way—by the printing of the law and simple directions.

In many towns, public-spirited people need only to have the way pointed out by the commission, but in others this is not sufficient. Some enthusiastic person must be sent right into the field, must awaken interest by personal work, must see the influential people or the town council, must perhaps give a public talk on libraries with lantern slides to draw, until the ball is set rolling, and the people go to work. From the experience of Wisconsin this personal work by a field secretary would seem to be the most telling way of helping to establish libraries.

The commission, if it is so empowered, can offer a small sum of money to each town that will establish a local library, as is done in Massachusetts. This is undoubtedly very helpful to some of the small villages, and is an initial impetus toward establishing a library. It is not enough, however, to give help in the shape of money only, if the library is thereafter left to itself to live or die. Such help ought to be conditioned upon an annual town appropriation, which would ensure the perpetual support of the library, and such help should be followed up in other practical ways mentioned later.

The presence of a travelling library in a town is an object lesson, which often creates the desire for a permanent library, and perhaps, on the whole, more local libraries have been established in the west through that agency than any other. The travelling library is the good right arm of a commission in more ways than one.

The rivalry which exists between towns is

often a healthy stimulus to good works. So we suggest that an annual list of the libraries of the state, with what they are doing, the new ones which have been established, and the towns which are agitating the matter, is good missionary material to send to towns which have no libraries. Some of the comments in country newspapers would lead one to this belief. "Jonesville has a library. We are a larger town than Jonesville. *We* must have a library." Such a list sent annually would certainly encourage healthy rivalry.

Any method which is possible for a commission to adopt, either by personal effort, or printed matter, which awakens civic pride and sets the people to work for themselves is more apt to result in permanent good than a gift of any size.

The commission ought to emphasize at all times the *free* library, and to discourage subscription libraries which are for the few. It ought to urge support by general taxation. Even a gift from an individual is more valuable, if conditioned upon an annual tax.

2. What can the commission do to better those libraries which are already in existence?

When a commission comes into existence, they find a number of libraries already started. Some of them are several years old and are laboring under heavy burdens, poor systems, and bad management. Many of them are nearly dead, and if they are subscription libraries, they will probably be facing starvation. It is incumbent upon the commission to resuscitate and give new impetus to these libraries wherever possible. In the case of subscription libraries, the first thing to do is to urge the necessity of a free library, upon a self-supporting basis. That may be almost as hard as starting a new one, but it is the only way to revive a dead subscription library. If the library is already free, but for any reason the people have lost interest, that reason should be sought out. Perhaps they have not known what books to buy and have bought unwisely; perhaps they have not enough money to buy at all, and an effort should be made to increase their appropriation; perhaps the librarian takes no interest in her work, and is killing interest which others might take. There might be a dozen difficulties to be overcome. Begin with the librarian. By visits, or by correspondence, the librarian may be inspired to feel the dignity

and importance of her work. She might be urged to attend the state association meetings, until by contact with other librarians, and the constant encouragement which she receives from the commission, she grows to feel a pride in the results of her labor.

I might sum up that the best help is to show an active, helpful interest in each library and its librarian, until the confidence of the board and librarian is gained, so that they naturally turn to the commission for advice.

If the commission has funds enough, some one should be employed who could be sent out to catalog and classify small libraries upon demand, and could help them to use their resources to the best possible advantage. Many a dollar of useless expenditure could be saved them, if they had some one to call upon who could help them on the spot. They cannot afford to hire expert help. The commission ought, if possible, to furnish that for them.

A summer library school conducted by the commission gives an opportunity for training many librarians, who never could go to the larger schools. This is not a great expense for the commission to undertake, and can be done at a nominal expense to the student. It is a much better way to teach systematic technical work, by regular classes, than to teach the librarians one by one in their home libraries. The results are better, and the expense no more. An esprit de corps is produced, a state unity of method and feeling.

Many other effective ways of helping them have been tried :

The making of suggestive lists of books for purchase, with publisher and price.

Reference lists of material for Arbor Day, Memorial Day, special birthdays, etc.

Best books for children.

Suggestions for bulletins, etc., etc.

All of these things give them new ideas, put freshness and life into the work, and make things go.

The New Hampshire Commission has just started a new bulletin to be issued quarterly, which contains library articles and library news. Wisconsin has lately added library news and suggestions to their monthly birthday lists. In such bulletins the very things which small libraries need to know can be mentioned better than in a general library journal.

Most small libraries throw away or at least

do not bind their magazines, not realizing their value. The commission can correct this mistake. In Minnesota we are endeavoring to collect sets of the best magazines for the last ten years, which will be given to any small library who will pay for the binding. If possible, a card index will be given to them as a model for them to follow, for Poole's index will be out of the question.

It seems also that it would be useful if the commission would collect plans of small library buildings and be ready to help whenever a town is ready to build. There is just as much chance of blundering in a small library building as in a large one.

If the state commission is connected with the state library, there seems to us another opportunity of helping the town library. The state library is a rather expensive bit of machinery if it can be used only at the capitol city. Why should not the state library be directly connected with the local libraries and loan its books wherever needed in the state through the local library. Some states are doing this, we believe, but the commissions of other states might accomplish more along this line.

3. What can the commission do for communities which have no libraries ?

This refers to small villages and country communities. It also refers to larger places where the time is not ripe for a local library, or where sentiment cannot be aroused. The travelling library has been the solution. It has not only supplied books and awakened reading instincts, but it has often been the most successful way of arousing local sentiment. Permanent local libraries often follow the advent of the travelling library into the town. The commission either buys and directly circulates these libraries, or spends its energies in securing private gifts of libraries. Private benevolence cannot always be depended upon, however, and a commission is safer if it has funds to buy libraries of its own. A state system of travelling libraries is in a position to treat every part of the state in the same way. But there is no reason why a combination is not even better.

What can be done through the travelling library depends partly upon the community that borrows it, and there seems to be no end to the things that suggest themselves. The books themselves must be chosen so that they will appeal to all classes and various tastes. They

must give pleasure, and they must also be of educational value. The travelling library may be made the medium for distributing material issued by farmers' institutes and by the national and state agricultural departments. The library may contain material which will encourage reading circles and neighborhood classes. Books in foreign languages ought by all means to be included if there is the least demand for them. Magazines and illustrated papers are gladly welcomed. Travelling pictures are growing in favor and are surely going to be a feature in future travelling library work, especially in foreign and uneducated communities. Reference libraries on special subjects, for club work, are a useful branch of travelling library work. Some of the women's clubs in little towns work under great disadvantages through lack of books, and their work is worth encouraging by the commission. If the commission can do so, single volumes ought to be loaned as readily as travelling libraries. A large share of the books loaned in New York are loaned by the single volume. In other words, individual needs as well as community needs fall under the legitimate care of the state commission.

We have not mentioned the institutes which Wisconsin has held for the librarians of travelling libraries. Minnesota is going to try a state

institute this fall in connection with the state fair. This is only an attempt to make these country and village librarians realize that they are a part of a large work, not isolated workers, and to make them feel the importance and usefulness of what they are doing.

Work in mining camps and lumber camps would certainly seem to be a useful field for some form of travelling library. We would suggest that the commission, in any or all of its work, should work in conjunction with other organized work. If the women's clubs are already doing something it is better to help them than to start a new work. If missionary societies, or temperance workers, or private individuals are trying to do work in lumber camps, etc., it is better to throw our work through the channels they have digged, than to make new ones. The commission ought to watch the various civilizing efforts that are going on in the state, and put itself in touch with them wherever there is hope of helping.

New lines of work will constantly be undertaken as the work progresses, and the need shows itself, but the secret of real usefulness will always be in the personal care and helpfulness which the commission and its assistants give to the work.

## CO-OPERATION OF STATE LIBRARIANS AND STATE LIBRARY COMMISSIONS.

BY C. B. GALBREATH, *State Librarian of Ohio.*

WHAT may the state properly do for the general diffusion of knowledge through the agency of libraries, or, to particularize, through the agency of state librarians and library commissions, and how shall the two work together for the attainment of the results desired?

Among those who have given the subject intelligent study we are warranted in assuming a consensus of opinion on the following points:

1. *The state should publish and preserve its official records.*

Money from the treasury of the state may properly be used to publish and keep in a convenient place for reference its own official records and those of the territory from which

it was formed. These usually include: journals of both branches of the legislature; legislative manuals; senate and house bills; state laws; supreme and circuit court reports; consolidated reports of departments and institutions, known as "executive documents," "official documents," etc.; separate departmental and institutional reports, such as agriculture, attorney-general, auditor, institution for the blind, etc. Those interested in the official history of the state should have the satisfaction of knowing that in one library at least these documents may be found systematically arranged and accessible for reference.

2. *The state should collect books that have especial reference to itself.*



Closely related to its official publications are the books about the state — the literature of its religion, education, politics, science, and art; of its industries and resources; of its societies and institutions, professional, benevolent and fraternal; of its travel, geography and biography; of its history, early and recent, general and local. Among the citizens of every state will be found those who are interested in such a collection. County histories and newspaper files, with all their delinquencies, inaccuracies, and other defects, are especially valuable in such a collection. They supplement, elucidate, and invest with life the cold and formal statements of the official records. The importance of keeping these, long acknowledged in theory, is now more generally recognized in systematic and efficient practice.

3. *The state should receive and preserve U. S. government publications.*

That each state should have at least one collection of the publications of the general government has the sanction of high authority. The general government has made the state library a depository of its documents; and if the librarian has but faithfully exercised his ancient and all-important function as custodian, patrons will know with a reasonable degree of certainty that at the state capital may be found all the important official records of the general government. Most states have acknowledged an obligation in this matter by providing means for the preservation of this material.

4. *The state should carry on a system of exchanges with other states.*

In the United States a community of interests is continually recognized. The Constitution provides that "full faith shall be given in each state to the public acts, records, and judicial proceedings of every other state." It therefore becomes the duty of the states as far as possible to collect and preserve for use these "acts," "records," and "proceedings." The Constitution is limited in its operations to the states, but intelligent investigation and research spurn artificial boundaries.

For the purpose of bringing together these records, a system of exchanges has been devised that is carried on with varying degrees of success among the English-speaking states of America. It is superfluous to say, in an assembly of state librarians, that this work cannot be too thoroughly done.

5. *The state should aid in providing library facilities for its citizens.*

Duty invites to broader fields. The state provides the rudiments of an education. When this work is well done, it sends the child from school with the ability to read and a taste for healthful literature. It is a mistake to presume that the educative period ends with the school age limit prescribed by law. The value of books and libraries as educators is attested by the lives of self-made men who have risen to usefulness and eminence in the century just closing.

The work and mission of the free library is an inviting theme upon which we may not dwell. Pages might be written to emphasize the fact that the welfare of the state is subserved in furnishing good literature to its citizens. 50 years ago this was attempted through the schools. The movement, in large measure successful, failed to reach the ideal of its friends because provision was not made for efficient administration. The school was then the great field of active operation. It is not to be abandoned now, nor are we to lose sight of the opportunities that it affords for the distribution and use of good literature. It is the mission of the library to cultivate a taste for reading, to help the public to books and the information that they contain; and in this work the state is directly and vitally interested. Every available agency is to be utilized — the school, study clubs, the grange, and the travelling library. County, township, and municipal organizations are to be interested, to the end that every community, in the good time coming, shall have its local library in charge of a live, efficient, and enthusiastic librarian.

How is the state to aid in the accomplishment of all this? An important part of the work is to be effected through the state librarian and the state library commission. How shall they divide it? What part is to be performed by each?

That a properly constituted library commission may render invaluable assistance to the library interests of the state will be admitted wherever such official body has been given a trial. In the state of Wisconsin we have an example of what it may accomplish along independent lines. Such a commission is a powerful factor in arousing the library spirit, in establishing and maintaining local libraries, in furnishing good literature to the peo-

ple through modern agencies, prominent among which is, of course, the travelling library.

How may such a commission co-operate with the state librarian, the head of a reference library for the citizens of the state and its public institutions?

1. *The library commission may aid the state librarian in his search for material relating to the state.*

In his search for local history, newspaper files, and early state documents, the state librarian may go to the commission for lists of correspondents in different sections of the state who are interested in these matters, and who will readily aid in securing the desired information. The commission by turning to its travelling library register and other records is able readily to furnish satisfactory names and addresses. Through these avenues the state librarian comes into contact with a class of people naturally interested in his work, whose co-operation is most helpful. Those who have had experience in these matters well know that while much can be found in the second-hand book stores, additions to the early literature relating to the state must be made largely through systematic research within the state.

2. *The library commission may furnish the state librarian useful information in regard to the public libraries of the state.*

When the state librarian has done his best to collect the material that should be found in the state library his work will still be incomplete. Books, papers, and manuscripts relating to the state will be found in other libraries that will not part with them. The commission in its missionary work becomes acquainted with the libraries of the state and learns something of what they contain. This information is frequently valuable to the state librarian. It enables him to supplement bulletins that he is preparing with matter of interest to his patrons actual and prospective. If he can not have all the rare and valuable works that should be found in his library, it is often a source of satisfaction to be able to tell where these may be consulted. The commission can assist him in co-operating with other libraries of the state where such co-operation would be feasible and advantageous.

3. *The library commission can aid in popularizing the state library.*

Whether the state library be devoted exclu-

sively to reference work or not, it should be made useful. Time was when such a statement would have been seriously challenged. The chief function of this institution in most cases was to furnish a job for the librarian, who was to be disturbed and annoyed as little as possible by the public. The state library was a sort of "ball of time" to be bandied by the hands of politicians. The thought of any obligation to the public was seldom seriously considered. When the librarian did awake to the real opportunities of his position, for his pains he was usually thrust under the wheels of the political juggernaut on its next annual round. We are entering upon a better era. The people—especially the library people—are demanding that the state library render some service in return for the expenditure of the people's money. The commission can herald abroad the fact that the state library exists and in its special field is ready to serve the public. In some states this will still be a matter of news. For such aid the live librarian may always be thankful. It will furnish excuse for his continued official existence and ought to pave the way for better remuneration.

4. *The state librarian can aid the commission in the distribution of government publications.*

The state librarian, as custodian of government publications, is supposed to know something about their comparative value and the methods to be employed in their distribution. Through the library commissions he can send these where they will be preserved and educate the public to an appreciation of their value. The importance of this topic must not be measured by the brief paragraph devoted to it. When we take into consideration the vast sums of money devoted to government publications, their character, the reckless manner in which they are distributed, and the lack of information among the people in regard to their value, it must be admitted that one of the great library problems of the day is to be solved in regulating the subject matter and distribution of these documents.

5. *The state librarian may furnish reference matter for patrons of the commission.*

In its work the library commission is brought into contact with the great army of readers in the state. It is interested in every organized effort to supply them with literature. Friendly relations are to be established with study clubs,

teachers' associations, the state grange, and other similar organizations. Every possible encouragement should be extended to these, for they are powerful auxiliaries in the work of the commission. Such organizations represent many grades of culture. In this broad field many questions arise that may be satisfactorily answered by reference to a state library. A question may turn on some point of local history, some early state paper, a reference to some work not found in the local library, or a brief bibliography may be desired on some topic for future study. By co-operation the state library thus becomes to some extent an information bureau, and citizens who are taxed for its sup-

port learn that it is in fact as well as in theory a state institution.

Nor does the opportunity for co-operation end here. The fields assigned to librarian and library commission may apparently be distinct, but they are never wholly separated. In Ohio the two unite, and the state librarian is ex-officio secretary of the library commission. This arrangement, due in part to local conditions, has thus far proven satisfactory. But whether the two are united or distinct in organization, their spheres still touch in many points and their objects will continue to be sufficiently similar to open up ever recurring opportunity for helpful co-operation.

## STATE REPORTS, DIGESTS, AND STATUTES.

BY DR. G. E. WIRE, *Worcester County Law Library, Worcester, Mass.*

THIS subject has often been discussed in the meetings of the American Bar Association but so far as I know has not been taken up in any meeting of the American Library Association. There are now in the United States some 50 states and territories publishing these reports, digests, and statutes, one or all, and no one has a rational system of so doing to which it adheres, while but few have any system as far as can be discerned. In this respect these publications are even worse than the state documents, and especially in the matter of price. Most of the state documents are issued free, but for all of these law documents excessive prices must be paid.

### REPORTS.

23 of the states and territories now employ official reporters or else publish official reports through the secretary of state, state librarian, or outside parties. Several of the big law book firms have contracts with one or more states to publish their reports. The official reports are printed, bound, and numbered with varying degrees of excellence and cost from \$2 a volume to \$15 a volume. The rest still adhere to the old-fashioned way of private reporters, each man making what he can out of the work, and these reports cost from \$2.25 to \$10 a volume.

In the case of both official and unofficial reports the excellence of the printing, paper, and

binding is generally in inverse ratio to the price. The best paper, printing, and binding are found in the cheapest official reports, those of Massachusetts and Pennsylvania. They are done by large publishing houses in Boston and New York and show what can be done by them when under contract and obliged to cut down their figures. These books are quite as well done, in some cases better done than their own text-books issued at twice or thrice the price of the reports. The poorest paper, printing, and binding are found in some of the reports of the southern and western states or, indeed, in all of these states. I use the words best printing, paper, and binding, and worst printing, paper, and binding in a relative manner only. These subjects will be considered more at length further on in this paper.

In frequency of issue and number of volumes, practice varies, all the way from little Rhode Island, with her 20-volume set, one volume in one and one-half years, and Idaho's 2-volume set and a volume in 10 years, to New York's 19 volumes annually, and Pennsylvania's 10 volumes annually. New York has a Supreme Court Appellate Division, Supreme Court, and several inferior reports grouped under the name Miscellaneous Reports. Pennsylvania has besides its Supreme Court a system of District, Circuit, and County Courts all duly reported and counted in with the estimate

given above. An increasing number of the Mississippi Valley states have a system of Appellate courts to ease the strain on the Supreme Courts.

This question of multiplicity of courts and of reports bothers the legal profession more than the matters of printing, paper, and binding. Besides, are they not told by the law book men that they only use the best materials and that their sheep binding is the best binding known, and do not book men always tell the truth? The lawyers have struggled with this question of multiplicity of reports many a time and oft and have as yet arrived at no definite and concerted opinion as to what is to be done in the matter. Various expedients have been proposed, and some carried into effect, but none of them have discouraged the prolix opinion writers, some of whom feel called upon to go to the beginning and write a history of and treatise on their subject.

Some states, notably Kentucky and Pennsylvania, do not print all of the opinions or decisions. These are taken by private publishers and issued in a periodical form, and in these two states certain periodicals are known and quoted as much as the reports. Pennsylvania, besides its elaborate system of official reports, has at least half a dozen periodicals, each published at high figures, which we are more or less obliged to take and keep because of the few cases found there not reported in the official reports.

This seems to be a matter which is beyond the law-making and law-enforcing power of the government, inasmuch as it lies in the very law-enforcing power itself. Its settlement seems largely to be a matter of self-restraint on the part of the judges themselves. If they can resist the temptation to write and expound, and duplicate opinions they do more good than any quantity of legislation on the subject. In Massachusetts, especially, under Chief Justice Holmes, the opinions are short, to the point, and do not go over ground already old or familiar. But in many states, notably in the south (Texas for example), the opposite practice generally prevails.

But little if anything can be done with the reports as dicta of the bench. Much, however, can be done with them as issued from the press. Each state should have an official reporter, to be paid a sufficient salary, with sufficient cleri-

cal assistance, and the reports issued at cost of printing and binding, plus perhaps 10%, as is done with some United States documents. The reporters are usually paid a salary out of proportion to the quality of the output. I had always supposed these reports, which are quoted as law, were made up from verbatim stenographic notes revised by the judges and the reporter; but I find in many if not all cases they are made up from the printed briefs of plaintiff and defendant with the addition of some few longhand notes by the reporter and of course the opinion of the court. This seems to be a slipshod method, but it is the one generally in use. There is no reason why the reports as issued should cost us more than a dollar a volume, if they are not sent free to libraries. United States documents are sent free to libraries and private persons have to pay for them. We hear no complaint about this. Why should there not be a similar library distribution or special sale of state law reports? Reports of various United States bureaus and of various state commissions and departments involving much original work are annually given away; the law reports involve no original work on the part of the reporter, all the work put into them being done by counsel and judges. These government reports are frequently fully equipped with maps and plates; law reports are solid work, large type, and are "fat" work for the printer, and yet we have to pay from \$2 to \$15 for them.

#### DIGESTS.

Digests as a rule represent more faulty management and poorer work if possible than do reports. No one state has an official digest maker, but so far as I know they are all made by private individuals, who secure the sanction if not approbation of the state, are published by private parties, and are put on the market at prices out of all comparison, figures running from \$5 to \$10 a volume. There is apparently no sort of method in their madness. You pay from \$10 to \$30 for a digest one year, and the next year another appears, as inadequate as the first, and you are expected to welcome this with eagerness. The digest, indeed, is generally inadequate, being too often the work of compilers who know little of the principles of indexing, of subject headings or cross references. In many cases it is next to impossible to use them satisfactorily; and they are often

out of date before they are published, being evidently made on the old commonplace-book plan instead of from records kept on cards and printed from cards. I have stopped buying state digests, as a general thing, depending on the West Publishing Co. digest system. These digests have headlines, scope notes, cross references, and in short all the features of a good catalog.

Each state should have a digesting force which should publish digests at cost. The annual index of session laws gotten out by New York State Library is a good example of what can be done in this direction. This is compiled on cards and comes out quite promptly at the beginning of the year.

#### SESSION LAWS.

Session laws are about the most unsatisfactory in printing and binding of any of the state documents, and this is saying about all that can be said. Many are printed on pulp paper of the coarsest kind, which of course will not last, poorly printed, with cheap ink, the pages not registering, and bound in half or three-quarter sheep, generally of poor quality. A few come in paper, and still fewer in cloth. And they cost 50c. to \$5 apiece. I corresponded with the proper authorities of the states and territories last fall relative to putting us upon their free list and only 18 could do it. Many of the secretaries of state and state librarians expressed their entire willingness to do so but the laws forbade, the usual provision being that the session laws should be sent as exchanges to state libraries or sold. All of these states are publishing educational, scientific, or sociological reports, better edited, better printed, better bound, and are giving them away by the thousands to libraries and private individuals, and paying transportation on them at the same time, but the session laws are withheld from free distribution. This matter of distribution is one, I believe, susceptible of change, and of change without any trouble, through a simple bill putting the whole matter of distribution in hands of the secretary of state or state librarian. Now, a few words on the subject of paper, printing, and binding. The reports are generally printed on fairly good book paper. Those published by certain law book firms are printed on good quality of paper; those issued by some of the states are poorer in quality and some paper approaches closely to pulp paper. Not infrequently sev-

eral different shades of paper appear in one volume, showing that no pains is taken to keep up stock in the printing house. The reports issued by private concerns, as distinguished by those published by the state, are generally on poorer paper than the reports published by the state; ink and presswork vary. The best work, as before said, is by a few law firms. As to the binding, all librarians know that law sheep is the worst binding put on the market to-day. The skin is a weak skin to begin with, as all wool-bearing skins are; it is split and the inside is sold as chamois skin; the outside is tanned by the use of strong mineral acids, and these are not properly "cleared" or neutralized, leaving a residuum which, uniting with the by-products of illuminating gas, eats the leather. So it disintegrates into powder. This degenerating process only takes from five to ten years, according to the condition of skin, and amount of gas used, dryness of air and heat of room. A heavy Holliston cloth would be far better as to covering; three-quarter cowskin, as used at New York State Law Library and University of Michigan, would be better still, and three-quarter Haussmann morocco would be best of all. These reports are hand-sewed two on, on three strings, one of these strings being cut off and only two laced on each side. The lace holes are even cut with a circular punch, leaving no hole for the twine at all. These two strings are generally in the middle of the book, so placed that the hand may easily cover them for convenience in forwarding, thus leaving an inch or inch and a half at top and bottom with no fastening at all. This tends to pry the book right out of the covers.

Every year an increasing number of states are turning over the matter of distribution of state reports and session laws to the state library, and it is to state librarians that I appeal for reform of some of the conditions here noted. It is but a step from the distribution of these publications to their printing and binding, and I am confident that by individual and concerted action much can be done toward bettering the publication of reports and statutes. As to digests, if one state could be prevailed on to abandon jobbing methods and to employ a competent person to make the digest, and offer it at a fair price, say not over \$5 a volume, it would go far toward the dawn of a new era in this direction.

## METHODS OF INDUCING CARE OF BOOKS.—I.

BY MARY ELLA DOUSMAN, *Milwaukee, (Wis.) Public Library.*

MR. BLADES in his comprehensive little work, "The enemies of books," enumerates their foes as Fire, Water, Gas and Heat, Dust and Neglect, Ignorance, Bookworms and other vermin, Bookbinders, and Collectors.

In modern times conditions have changed, and with the great improvements that have been made in library construction many of the serious menaces to the safety of books, in libraries, have been overcome. In the past, when books were housed in all sorts of buildings, there was constant danger from fire and dampness. In the present, buildings intended for library purposes are made as nearly fireproof as possible; electricity has superseded gas; books are dusted, occasionally, at least, and bookworms no longer flourish. Dr. Garnett, in his preface to Blades's treatise, says that all enemies of books might be summed up under the one head of Ignorance.

Bookbinders can hardly be called ignorant, and yet in making research for causes of the ill-used condition of books in libraries, the burden of complaint may be laid upon the publishers. The number of books, with loose pages, worn and shabby covers, which pile up on the repair shelves is nothing short of alarming, especially in small libraries where the appropriation is small and all the surplus is needed for new books and other essentials.

The work of repairing, when done by the librarian, is an arduous task, beside taking her time from more vital matters. The books must be saved and she mends them, but not in a meek, submissive frame of mind. The time has passed when librarians submit to poor bindings without protest.

At a meeting of the Wisconsin State Library Association, held in Milwaukee, February 22 and 23, 1899, resolutions were passed by which the association co-operated with the State Department of Public Instruction in measures to secure the better bindings of books purchased for the libraries of the state. In accordance with these resolutions letters were sent to the different libraries in the state asking them to prepare lists of the more poorly bound popular books

of the day, together with the names of the publishers, and forward them to Miss Biscoe, librarian of the Eau Claire Public Library, who would compile statistics on the subject. In summing up the matter Miss Biscoe says "that the trouble lies in poor sewing both of the signatures to each other and of the signatures to the super; in hinges made of nothing stronger than cheese cloth; in paper which is either not strong, or is wrongly imposed; in illustrations which are inserted last and come out first."

The demand for illustrations may in some degree justify the publishers for the over-illustration of many books, but it does not justify them for the manner in which these illustrations are inserted, nor does it excuse them for poor sewing and light weight covers such as are used in Doubleday's "Boy's book of inventions" and numerous other books. Another cause for complaint is bindings too light in color. Publishers tell us as a reason for this that they sell. But the libraries throughout the country surely purchase a large enough percentage of the books published to be entitled to a choice in the matter of binding. What can possibly be more unsuitable for use in a public library than the binding of "The story of little Jane and me"? How can we expect a little child from the street to keep such a cover clean? We want beautiful covers, but of suitable colors.

Another serious cause for the soiled and dog-eared condition of books in libraries is due to the lack of training which children receive in the matter of respect for inanimate objects in general. In most children there seems to be an inherent destructive tendency which manifests itself very early in the misuse of toys and other playthings. Instead of checking or controlling this tendency to mutilate, children are given books or papers to tear or cut for amusement, and are also permitted to ruthlessly misuse household articles of various sorts. If all the poor abused toys had tongues what a babble of sounds their complaints would make! This careless use of things grows upon a child, and when he enters school and his street career be-

gins, the soiled, defaced school books, the cut and mutilated desks, the chalk marks on build-ings, are evidences that he has not been taught "that every quality and kind of man's work is self-expression," and as such is worthy of his respect. He has not been taught that the ob-jects with which he is most familiar are made with infinite pains and care, whether it is the flagstone under his feet, a beautiful building, a monument, or a book in which the author has given with much thought and labor the best ex-pression of himself of which he is capable.

The teaching of children to respect property, both private and public, has been much neg-lected, and to this neglect the misuse of books in libraries is largely due. Organizations such as the Audubon Society, the Village and Town Improvement Society, the Waring Street Clean-ing Brigade, have accomplished a wonderful work in developing the protective side of the child's nature. The annual observation of Ar-bor Day in the schools emphasizes the beauty of nature and teaches the lesson that the child is not to work for himself alone, but that he owes something to those who come after him.

The beautifying of school rooms and school grounds develops a taste for order, neatness, and beauty, and has a direct bearing on the character of the child. The library, holding in its care a valuable public property, must do its part in developing among the children the protective spirit which is the foundation of good civic citizenship. The opportunities for inculcating this principle are limitless in chil-dren's departments. A sense of personal re-sponsibility and ownership develops among the children with the possession of a room of their own, and the better care of books results. The value of co-operation and the magic of "together" are silently but forcefully instilled in the children by teaching them to replace the books on the shelves. The order and arrange-ment is thus learned, the method of placing the books on the shelves, the use of the book support, to say nothing of the spirit of mutual helpfulness which is inculcated.

Encouragement and commendation to induce care of books does more good than fault find-ing. The expression of satisfaction on the face of a child when he returns a book clean and whole as when he drew it, should call forth a word of praise, which may easily be spoken in a tone which will reach the ear of the chil-

dren standing near. This arouses a spirit of emulation.

*Better care of books will be induced by the man-ner in which assistants handle them.* When a book is returned it should be taken from a child in a courteous manner, and, if he is not expected to replace it on the shelf, it should be laid aside as quietly and gently as possible. The order of the shelves should not be neg-lected and frequent tours about the room to straighten the books will tend to make children more careful. *A book should be handed, not shoved at a child, when issued.*

Perfect courtesy and fairness in the admin-istration will have a marked influence on the behavior of the children.

Books should be collated, injuries noted, and the children encouraged to report loose pages, pencil marks, or other defacements. Books should be discarded before they are too much soiled, as their use induces careless habits.

Careful distinction should be made between malicious injury and natural wear and tear. The number of books which are mutilated with intent by children is comparatively small. It is the student and grown people who commit atrocities. During 18 months' experience in a children's room only one book marked with obscene writing has been discovered; only a very few cut or marred. Sometimes the temp-tation to cut is too great, as in the case of Eggleston's "First book in American history," in which, as you will remember, the map of the United States is printed on several pages, show-ing on each successive page the states as they were admitted to the Union. To make the map complete certain dotted lines must be cut. On the lines is printed "cut here" and occa-sionally an investigating child will "cut here" to see how it looks, and we can hardly blame him. He merely wanted "to see the wheels go round."

The marking of books with pencil is an ob-jectionable offense, but some toleration should be exercised with children as they are often too young to realize that it is wrong. If books marked are carefully cleaned and a sentiment aroused against such acts, the number marked will diminish.

The turning down of pages to mark the place may be reduced to a minimum by the use of book-marks in the library. Book-marks such as the Maxson may be obtained free of cost

by using the reverse side for advertising purposes. A book-mark issued by the Wisconsin Free Library Commission is excellent. The story from the Maxson book-mark is printed on one side with a little pledge below it, which the children are asked to sign when they have read the books printed on the rounds of a ladder on the other side. The "climbing" list is intended for third and fourth grade children. A book-cover, also distributed by the commission, has a story on one side in which the children are asked to put these little "overcoats" on the books while they are reading and carrying them to and from the library. Twenty thousand copies made of strong manilla paper were furnished free by a railway company for the advertisement on the back cover.

In the case of extreme carelessness or intentional misuse of books no method has been as effective as the making of an object lesson of the disfigured book by hanging it in a conspicuous place with a notice calling attention to the injury and asking the opinion of the boys and girls in regard to such offenses. The answers are sometimes most amusing, but they show disapproval in every instance. This method may be varied or elaborated as much as the occasion seems to require. An old method was to post the name of the offender. A book *well cared for* might be posted with the name of the last borrower.

Library leagues and pledges are powerful agents in arousing among children a sense of personal responsibility for the care of books. The organizing of leagues in the schools is doing good work in many places. In Evanston, Illinois, more than half of the school population belong to the league, and many other places could make an equally good showing.

The co-operation of teachers is necessary for effective work and may be enlisted by visits to the schools by the librarian, or by sending a tactful and suggestive circular stating the methods used in the library to induce care of books and asking for their adoption in the schools.

Informal talks to the children in the library and the schools on the art of printing, paper making, binding, showing the manual labor involved in making books, will enhance their value; call attention to their beauty and cost, and, most important of all, help them to realize that books contain the living thoughts of great men and women and are therefore entitled to respect.

Children should be shown how to properly open a book, how to put it in an upright position on the shelf, use of the book support, how to take it out without breaking the back. Where the children visit the library by grades or classes this can be done and the results accomplished would certainly pay for the time so spent.

Open shelves and the freedom offered children is in one way a temptation to vandalism, and constant and unremitting efforts must be made to teach them to make right use of this freedom.

Soiled books are the greatest trial and the teaching of cleanliness is difficult. A wash-room is a most necessary adjunct to a children's room. The children should be sent there when occasion requires, but in a tactful and quiet manner. The home surroundings and conditions should be taken into consideration and patience and forbearance shown the little waifs. *It is part of the duty of children's librarian to teach the beauty of cleanliness.* She must be heart and soul with every movement for the improvement of the surroundings of the young, for in this lies the solution of many of her problems; as Plato so beautifully says: "Young citizens must not be allowed to grow up amongst images of evil lest their souls assimilate the ugliness of their surroundings. Rather they should be like men living in a beautiful and healthy place; from everything that they see and hear, loveliness like a breeze should pass into their souls and teach them without their knowing it the truth, of which beauty is the manifestation."



## METHODS OF INDUCING CARE OF BOOKS.—II.

BY W. E. FOSTER, *Providence (R. I.) Public Library.*

THE program has most appropriately set down this subject as one of the sub-divisions of the work with children. In our own library, as probably in every other, its bearings are not exclusively upon the use of the books by children, but are regarded as important in connection with every department of the library's work. Let me mention, however, one significant fact, which we have had occasion to observe. Throughout every one of the ten open-shelf rooms in the building, with the single exception of the children's quarters, we are obliged to put up a placard, reading as follows: "Please leave the books on the tables for the attendant to replace." So little have we been able to depend on the ability of the average adult reader to return the book to its proper place. In the children's library, on the other hand, it is now possible to trust the children themselves to place each book where it belongs.

I cannot better describe the situation there than in the words of Mrs. Root, the children's librarian, who has written out her account of it for me:

"The location of these rooms was selected with great care, so that they should profit by all the possible advantages of warm, bright sunshine and pure air, growing plants and ferns, and the five—and no more—choice copies of masterpieces of art on its walls. Into this children's library, with its 4000 books on open shelves, were turned loose on the opening day some two or three hundred children, who had never before had access to open shelves in this way. Their interest was intense, but the confusion among the books was indescribable, and suggested a possibility of spoiling the child by the very excess of privileges. We had heard of Miss Eastman's "library league" at the Cleveland Public Library, and here seemed just the time and place to attempt such a work, by appealing to the protective instinct which is so strong in boys and girls. We say little about dirty hands, but ask, first of all, the boys and girls to help take care of the books, and this includes keeping them in order on the shelves and keeping them from being soiled when in

use. This responsibility presupposes trust; and it has worked admirably. To place signs on the walls—'A book *must* be returned to its place on the shelf,' or 'Books *must* be handled with care'—is sometimes too strong a suggestion to a contrary boy-nature to do directly otherwise, but if we can make these children feel that they are helpers—indispensable helpers—the battle is half won. Often our boys are seen going to shelves and straightening out rows of books which some less careful child had displaced. Over and over again, before a book had been charged, the boy or girl has called attention to some damage already done to the book. Pencil marks are thus erased, which if left in the book would have been a strong inducement to add still others. As included in the original plan, a convenient lavatory is connected with the children's rooms, with a set-bowl where dirty hands can be made clean, but it is now only rarely used, and for new recruits. When the books for these rooms were first moved over from the old quarters about one-half of them were covered with manila paper to keep them from soiling. Gradually, these paper covers are becoming discontinued, until now only about half of them remain as they were when the removal was made. There is no apprehension now felt that we shall ever again be obliged to resort to covering paper for any such reason; and the book now makes a very much more direct and inviting appeal to the young readers who visit the shelves of this room.

"Our strongest efforts, in these last three months, have been to familiarize the children with their room. We hope to make them feel that it is a place where they are always at home—a place to love and also respect. We desire that these few pictures on the walls shall be old friends; and so we allow every League child to select his favorite from among them, in the shape of a "Perry picture," which he may take home and mount, and thus have for his own. The whole use of the children's quarters, by the children, has been an impressive testimony to the effectiveness of these ideal

surroundings, in appealing to the best instincts of children. Not only have there been no disturbances or disorder, even on days when the rooms were crowded with almost twice as many children as there were accommodations for, but there has been only the very slightest tendency to disorder on any occasion.

The Library League enrollment (with as yet no canvass of the schools) has grown to 554 in the eight weeks from April 7 to June 2. "We never ask," says Mrs. Root, "the large boys or girls to join the League, yet they often ask to be allowed to join."

The book-mark used in connection with the Library League work is the Maxson book-mark, which has become familiar in Cleveland and other cities, and is used only with the books which are issued from the Children's Library. A book-mark which embodies similar useful suggestions had already been used for several years, with much success, in the books issued to adult readers in the old building; and this embodied, for the most part, the items included in the "Suggestions" to readers on the care of books, published by the library in 1898.

## CHILDREN'S BOOKS AND PERIODICALS.

BY ABBY L. SARGENT, *Librarian Medford (Mass.) Public Library.*

GERMAN legend tells us of an enchanted castle, overgrown with flowers, the door of which is opened by the little *schlüssel blume*—key flower—our common primrose. Inside, the castle is filled with treasures of gold and precious stones, while on the wall is inscribed the motto, "take what you will, but be sure you choose the best." So we would have our children's rooms places of enchantment, but our motto should be "here is only the best." With these rooms springing up in all libraries, with the increased facilities and inducements we are offering, there is increased need for care and judgment in the selection of books.

Men and women of literary tastes have sometimes attributed their love of books to having tumbled about a library as children. But we find that, as a rule, they tumbled amongst very different books from those with which many of our libraries are flooded—The Bible, Homer, Chaucer, Shakespeare, the "Arabian nights," "Pilgrim's progress," with much that Lowell would call the "literature suited to desolate islands." In a catalog of books for young people, issued by one of our leading libraries last year, may be counted 90 titles of Oliver Optic, 48 of Alger, 49 of Foadick, 11 of Susan Warner. This is only one of many similar catalogs. It is to be feared that even the brains of a Lincoln, a Gladstone, a Darwin or a Spencer, would have softened on such literary manna.

A taste for good reading cannot be developed on a daily diet of insipid twaddle—of books

that weaken and lower, rather than strengthen and elevate. It is the unconscious absorption of what is best which will have a lasting effect for good.

There is no royal road to a knowledge of the good or evil in the books we are putting on our shelves; no one of us is omniscient in these matters, nor can we lay claim to the essential demanded by Lord Curzon, "An intelligent appreciation of events before they occur."

But have we a right to add to our libraries books which we know nothing about? Should we not read and read carefully every book which we put before our younger patrons? Is it not better to cling to those which have stood the test of time, rather than to collect those books which at the least lower the standard of taste, and may do incalculable harm? By reading and re-reading a good book, it becomes as much a part of a child's atmosphere as the air he breathes. Well-written books are not of necessity oppressively good and tiresome, nor loose and slipshod English witty and entertaining. Illustrations like those in the recent edition of "Mrs. Leicester's school" go far toward re-introducing on their own merits some of the discarded classics. Many a book which seems dull and uninteresting may be made quite attractive, if we take the trouble to read from it to the children or to tell them a little of its story. This may be too much to expect in a library where one weary soul fulfils all its numerous duties; but no community is so forlorn that some cultured, sympathetic person can not

be found who will gladly draw the children into a corner of the library and open to them the world of better literature. Unhappily we can not begin with the grandmothers as Dr. Holmes suggested, but it lies largely in our power to make good reading more attractive than bad. All this applies mainly to works of fiction, since we must of necessity be guided in our choice of science, art, and history by specialists.

We are all agreed that purity of English, human sympathy, high purpose, lessons of heroism and moral courage, with good illustrations, constitute qualities which we ought to demand in children's books. Purity of English is placed first intentionally—the others will follow. I like to think that one of the never-ending charms of the old-fashioned fairy tales lies in their quaint and graceful diction. Can one imagine Jack of the beanstalk, giddy and thoughtless though he was, uttering the unholy language of the little heroes of "The drums of the Fore and Aft," or the unwarrantable vulgarity of "Stalky and Co."? Could either of these or any of their ilk have begun with those delicious words, "once upon a time"?

The field of good literature is broader to-day, and more intelligent work is being done for children than ever before. We need only *be sure to choose the best*. Why should we encourage the "book scorchers," by storing for him the grist that is annually turned out of the publisher's hopper? The taste for what is good is destroyed by gratifying this insatiable desire for weak or highly spiced books. Everything of this sort should be conspicuous only by its absence, and no attendant should ever be permitted to say "we don't consider that good for children."

If many of the books written for girls to-day are vapid and inane, chiefly filled up with expletives and an exaggerated use of adjectives, or calculated to emulate the pious little frauds whom Miss Agnes Repplier describes in her essay on "Little pharisees in fiction," those for boys are too often lurid, slangy, crammed so thickly with events that their readers are impatient of any well-written story. The children of the present are very far away from those of Mrs. Sherwood and Miss Edgeworth. If these latter seem dull and priggish, at least they did not consider themselves the most important actors in the drama of life—their elders merely supernumeraries.

Juvenile periodicals also need the same careful scrutiny as do books. *St. Nicholas*, without the watchful care that Mrs. Dodge formerly gave, is deteriorating as to its literary contributions; other magazines that we have been accustomed to depend upon, are even worse. We need a carefully edited magazine which would reprint earlier and better literature. Such material as Charles Eliot Norton has collected in the "Heart of oak books" might easily be adapted to this use, and do away with the worse than useless stories so common and unfortunately so popular in the periodicals of to-day. Dr. Edward R. Shaw, of New York University, has done excellent work in eliminating from some of the classics, what is not essential to the story, without detracting from its interest.

Children do not need or crave so much fiction as older people. We can afford to go slowly for them here. Naturally receptive, the world of history, biography, and travel appeals as much or more to their imagination than a representation of their own world. We are apt to underestimate their capacity in assuming that they can not appreciate or understand what lies outside their own experience. It is the verdict of all librarians who admit to the shelves, that young people will choose much better and maturer books than when obliged to select from a catalog. It is especially noticeable where access is given to the entire library, that they often choose those which require considerable study and puzzling over. More good can be accomplished with fewer books well chosen than with a large number of this undesirable overwrought literature. We may perhaps lose a few patrons who ask in vain for "Peck's bad boy" or the sequel to "Elsie's grandchildren," but if such as these are all that a boy or a girl will read, is the library fulfilling its mission as an educational institution in catering to the demand? Were we united in our strength to condemn all books of weak and harmful tendencies, it would go far to discourage their publication. Our juvenile constituents will soon outgrow our leading strings; it is not a long look to the time when they will be the leaders in our town or city affairs. Now is our golden opportunity to shape their tastes, so that when they, too, have become Olympians—(no doubt our trustees)—they will endorse and encourage our endeavors, and help us to keep intact the motto of our association, "the *best* reading for the largest number."

## PICTURE WORK IN CHILDREN'S LIBRARIES.

BY CLARA W. HUNT, *Newark (N. J.) Public Library.*

REMEMBERING that the placid self assurance with which the dabbler in a subject is wont to proffer advice to the specialist in his field is a weakness common to all human nature, it will not surprise you to hear that one who cannot, yet, properly claim to be a children's librarian, and who has had no actual experience in picture bulletin work, nevertheless has decided opinions on the subject and even presumes to differ from most of those who have prepared such exhibits time after time. It is not the enjoyment of the sensation of being "contrary," but an honest belief that much of this work is a fruitless outlay of time, that puts me with a hopeless minority in the discussion of this question.

To begin with, one can readily see, without having prepared a bulletin oneself, that they cost a great deal in time, thought, and labor, and more or less in money. For hunting up the pictures, cutting them out carefully, mounting them neatly, classifying and filing, looking up references and making lists, arranging pictures on the walls all use an amount of time which, if put down in black and white, would, I think, astonish the one who attempted the work. However, the cost would be unworthy of consideration if one could feel sure that the results obtained justified the expense. But do they?

So far as I can discover the underlying aim of most picture bulletins is to entice the child away from his story books to carrying home biography, science, history, *anything* which will *instruct* the young person—anything in short classed in a "hundred" rather than in plain "F." At least in the children's room we ought to cut loose from the idea that a book is better because it is not a story book; for usually the contrary is true here. Those who have tried to make up a general list of thoroughly excellent books for young people know how difficult it is to find a large number of works of science, travel, biography, as good in their line as many of the juvenile story books. It takes very little paper for a list of books of information which are reliable, well

written, interesting, and attractive in make-up. So, in order to make her list long enough for the temporary rush, the children's librarian must include many references for her bulletin, which are of doubtful value as information and perfectly worthless as literature.

Now, I think this object is mistaken in the first place. If I were to use the picture bulletin as a bait, I should make it my aim to lure the boy from Stratemeyer and Tomlinson and Trowbridge to tasting such manly books as "Men of iron," "Cadet days," "We all," "Tom Paulding," "The boy emigrants." In the children's room our reports should be expressed in different terms than in the adult department. Instead of thinking it the acme of attainment when the "hundreds" per cent. is large, one should aspire to show that the percentage of use of the *best* books has increased. We could express more fairly the good that is being done by the children's department if it were feasible to classify all "j" books by grades of excellence so that our reports would show whether the child who used to read only third rate books is now choosing the best children's literature. To accomplish this would be a greater triumph than to put into circulation some of the doggerel which is called 811 and the idiotic books on nature topics which we dignify by the name of science.

The children's room should be a place of inspiration, above all things. We should bend our efforts first to winning the enthusiastic loyalty of the growing lads and lassies so that they will not drop out of the library as they drop out of school; and, second, to setting them on the road to a taste for good literature; and I think these ends are to be attained chiefly by means of the story books, fascinatingly interesting, well written, and of healthy, stimulating, moral tone.

But suppose this object of the picture bulletin is worth while, does it really accomplish what it sets out to do? Is it not a fact that the interest in a certain line of books awakened by the pictures is of a most transient character? If we were to put on the one side the amount of time

and labor involved in getting up an exhibit, and over against it the results brought about, is it at all clear that the end justifies the outlay?

I have another point against the very free use of the bulletin. To me, mounted scraps seem somewhat out of place as a decorative feature in a large, noble library room. They jar on one's sense of the fitness of things somewhat, as would crazy patchwork here and there in an otherwise dignified drawing room. I like better framed pictures, real works of art which are a permanent feature of the walls, with beautiful statuettes in the niches, and plants in the windows, reserving for bulletin purposes a modest board where notices, clippings, scrap-pictures or timely subjects, etc., may be posted.

But there is something more serious than any of these things to be considered. When we say "Children's Department" or "Children's Room" of the library, we are apt to have stand out so strongly in our minds the first two words of the

phrase that we forget the words "of the library" altogether. We should remember, first and always, that *this is a library*, not a kindergarten, not a normal school practice department, neither is it an art gallery or an exhibition room. It is entirely contrary to library principles to make the reading-room a show place which will attract sightseers whose coming in distracts the students and readers. Because we, for the convenience of adults and the advantage to the children, put the latter in a separate room, we should strenuously endeavor not to dissipate the library atmosphere for the children by the separation. We should guard with jealous care the bookish spirit and influence of the place, and trusting to the charm of the books themselves, the beauty of the room, and the inspiration of the children's librarian to draw and keep the young people, I am confident that it is possible, without making the boys and girls feel under any irksome restraint, to realize the ideal library aroma here as in the main reading room.

## PICTURE-WORK IN CHILDREN'S LIBRARIES.—II.

BY EVVA L. MOORE, *Librarian Scoville Institute, Oak Park, Ill.*

THE question that constantly forces itself upon the thoughtful library worker is: what place in the busy library, limited as to income and administrative force, has this subject of pictures?

At Scoville Institute, we direct our efforts as far as pictures are concerned along three definite lines.

The first object is to increase the children's appreciation and enjoyment of pictures themselves, their main idea and their beauty; to help those who now find pleasure in a truly good picture to find still more pleasure; and what we particularly aim at and rejoice over when we succeed, is the creating of a love for and delight in some masterpiece which had been little cared for before.

Pictures and plaster casts of real art value should have a permanent place upon our walls that the children may see them often and learn to care for and associate them with their room; but few of us can afford to buy them, as our funds are exhausted long before the necessary books are purchased and a hundred other wants supplied. This difficulty, however, may

be met in part at least, by asking the loan for a few weeks of a beautiful picture or statue belonging to some friend of the children's room.

Care should be taken lest we unduly emphasize this side of the children's work and display too many pictures at a time, which leads to confusion and to the idea that the library is nothing more than a picture gallery, where the children are to be entertained.

Right here let me make a plea for more table books—finely illustrated ones—of which the children never grow tired.

Pictures which are placed about a child will be a help or hindrance to him according as they are true or false to nature.

Many children take it for granted that the pictures are true, and form their opinions of the subject from it, and this impression rarely fades from the memory. Maud Humphrey is a good example of the unnatural school—her pictures do not hold the children—and, although attracted to them at first by the color, they turn away after a moment's glance. Experience teaches us that repetition of a picture in a large

exhibit of any kind is a good feature, as it pleases a child to see again one that he had already learned to recognize.

The second use of our pictures is in the exhibit and bulletin work. We follow in the case of the bulletins the same method as adopted at Pratt—the bulletin to present some one subject and only one at a time—to be definite in its purpose and not a jumble of ideas, and always combining with it, arranged in some unique way, a list of books.

One bulletin board is changed a little very often, so that the little reader who comes frequently to the library will always find something new.

The picture bulletin always creates a lively interest among the children, and this use of pictures is carried outside the library and into the schools which brings us to the third point—the use of pictures in connection with school work.

The value of pictures as an aid to instruction is now generally recognized, and teachers are beginning to realize this, and whenever it is possible are substituting a picture for an idea, a concrete for an abstract reality, and adopting the method of representing to the eye what it would take longer to teach by the ear.

With this object in view—that is, to supply teachers with pictures on special topics—a large collection was gathered together from every available source, mounted on gray bristol board (two sizes are used—9 x 11 and 11 x 14 inches), and classified as the books (Dewey decimal classification). The teachers furnished us with outline of study, including lists of special subjects taken up in connection with the study of history, science and geography; these subjects were noted on slips and brought out prominently in the card catalog and in the picture collection. Preferring a numerical rather than alphabetical arrangement of the pictures, we have as a key to this for use of teachers and children an alphabetical index with few cross-references, for these are bewildering to all but the initiated.

Instead of cross-references a picture is brought out in the index under several headings—that is, it is brought out under the subjects the picture suggests, considering all of the time the use to which the picture is to be put, with continual reference to our school subject index for suggestions as to subject headings already in the card catalog, so that as far as pos-

sible there may be uniformity between the two.

These pictures are especially useful in geography work—by means of them the children gain correct ideas of the people and things that live in a world remote from their own.

The picture bulletins, representing principally subjects of permanent interest, are used especially in connection with the lower grades. As in the case of the mounted pictures they are of greater and more constant value in teaching geography, than any other subject. The subjects which may be illustrated, however, are numberless; for instance, every country in the world, authors, artists, etc.

Great care must be taken in choosing headings for the bulletins.

The headings must talk—a bulletin of famous characters might be introduced with, "Would you like to read about heroes of the olden time, brave engineers and sailors, beautiful princesses, and girls who could sing like birds. Here is a list of such books." The Holland bulletin is labelled "Land of pluck," the Eskimo bulletin the "Children of the cold," and this bulletin chronicles among other things that—

"This most refrigerative folk  
Treat zero as a screaming joke,"

portraying pictures of a chubby little Eskimo, "All the way down from the pole he came," and a crowd of Eskimo boys and girls playing a game of pin and cup-ball; Eskimo dolls, etc.

Written accounts in prose or verse are combined with the pictures, and on each is placed a short list of book and magazine articles that bear on the particular topic, as the library on all occasions and in all connections should put forward its proper claim of the value and use of the book.

Too long a bibliography is confusing to children and to the untrained public generally. To gain the best results for this work the librarian must make a careful and thoughtful study of the outlines of study and of the school curriculum and must be quick to seize opportunities for making bulletins which will be of timely interest and usefulness; the object being to choose either a subject uppermost in the minds of the children, so that anything bearing on it will catch their eyes; or, to make the subject of interest by the attractiveness of the bulletin, and in either case create a demand for the books to which attention is thus directed.

## STORY TELLING, LECTURES, AND OTHER ADJUNCTS OF THE CHILDREN'S ROOM.

BY FRANCES JENKINS OLCOTT, *Carnegie Library, Pittsburgh.*

WHEN a new children's room is opened, it takes no advertising for the first few months to fill the chairs and benches to overflowing. After that the attendance gradually diminishes until only those are left who have an innate love of reading, and some few who come to idle away their time, to look at picture books, or to escape the disagreeable weather without — this last is especially true of our overpopulated slum districts. Meanwhile the children's librarian has learned to know the children, and has their interests individually and collectively at heart; but after the confusion of the opening is over she finds two problems confronting her: how shall she attract and hold the children until such a time as they will graduate by choice into adult reading, and how awaken the interest, curiosity, and fancy of the children so that they will take by choice the best the library can offer — in other words, what means and ways can she devise to subtly create a taste for the best literature. To do this successfully there must be no self-consciousness on the part of the child, and he must do all by his own volition. She begins her work, always keeping in mind the child's imagination, tastes, and habits, which must be studied and appealed to. To this end the room is adorned with pictures and plants, and the children's sense of ownership is aroused; perhaps an adaptation of the motto of the children's room of the Milwaukee Public Library is frescoed on the wall, "This room is under the protection of the boys and girls of Milwaukee." A sense of pride and responsibility among the children invariably improves the atmosphere of the room.

Besides the help and suggestions given spontaneously to individual children, which makes the work of a children's librarian vital, there are many other ways to awaken interest in books.

It is impossible within the ten minutes' limit of this paper to go into the details of the organization of these various schemes. I shall simply touch upon them pointing out possibilities. The

story-telling lectures, however, I shall dwell on slightly, as they present to the librarian a new and broad field for action. Almost all of the following methods have been helpfully discussed during the last five years in the volumes of the *Library Journal* and *Public Libraries*. A study of these and the annual reports of the Boston, Buffalo, Pratt Institute (Brooklyn), Cleveland, and other libraries doing work with children, will prove of the utmost value to the children's librarian who is laying plans for the future work of her children's room.

Exhibits of pictures, such as the exhibits of animal and hero pictures at the Pratt Institute Free Library (Brooklyn) and the exhibits of Burbank's Indians at the Toledo Public Library, lectures to children from outside sources, and five minutes' talks on books, as at the Hartford Public Library, are most useful, and an effective way to arouse a sense of responsibility among children, and at the same time direct their reading, lies in club work — reading clubs and study clubs, organized into small chapters as at the Library of Cedar Rapids, or into a grand mass organization as at the Cleveland Public Library. This library League scheme has been adopted and modified by many libraries throughout the country.

Closely akin to the library clubs is the home library work, which consists of sending books into the homes, in charge of a friendly visitor. This work is not usually connected with the work of the children's room; but it is possible to train children in the home library circles to become intelligent users of the public library, and to teach them to fully appreciate their library privileges.

The children's reference library is an important adjunct of the children's room. There is, however, a strong tendency to bring into the children's room the atmosphere of the school room. This danger lurks on all sides. The teachers not only send the children to the library to use the books for their school work, but they seem to feel responsible for the result of library work, or the appreciation and intelli-

gence the children show when listening to our stories. They are constantly impressing upon the already burdened children that there is nothing which is not connected with their class studies. It is right that we should help the teachers and public in every way, but it is not the function of a children's room that it should become solely the work room of the schools. The Boston Public Library and the Brookline Library, in a way, solved the problem by setting aside reference books in rooms separate from the children's rooms, and, while giving teachers and pupils every privilege and all assistance in the power of the library, yet keeping the natural and gracious influence of the children's room intact. In small libraries the reference library for pupils must necessarily be a part of the children's room, and it needs eternal vigilance to keep out the school atmosphere, and yet heartily co-operate with the schools. We have found that even our weekly story-telling lectures are seized on by the teachers as material for compositions and tests of memory, which, if not prevented, would defeat our main object in telling the stories. We aim to produce an unforced, natural love for the best in literature, to lift the children's eyes from books written down to them, to the world of history and art and active life as presented in good literature, and to lead them gradually to pursue the subjects further. With this end in view the story teller conscientiously prepares the story beforehand. It is taken for granted that her understanding and sympathy with child nature will teach her to present the subject in the most attractive and intelligent form. Let us take as an example the preparation of the story of "Elizabeth, or the exiles of Siberia." A thorough understanding of the plot of the story is not enough. The story teller should carefully study the local color of life both in Russia and Siberia, should meet the children armed with pictures of these countries, with the Russian flag, with George Kennan's fully illustrated "Siberia and the exile system," and be further fortified by a knowledge of the exile system from the point of view of other writers. The story becomes intensely interesting, the books and pictures are passed around, and not only a sympathy for Elizabeth's bravery is aroused, but interest in books of travel, and stories about Russia and Siberia.

The story hour need not be sixty minutes in length. It should rather fit itself to the story, and the story in turn fit itself to its audience; the story teller watching for the slightest signs of fatigue or flagging interest on the part of the children. A startling episode or stirring sentence directed at a child whose attention is wandering quickly revives its interest. The more informal the story hour, the greater the lack of selfconsciousness on the part of the children, and this is to be aimed at, as a perfect effacement of self makes a receptive audience. Clean hands, clean faces, and good manners should be the rules of admittance. The children appreciate the stories, for they return each week and are eager to take the books from the story hour shelf. For instance, between four weekly story hours devoted to Shakespeare stories, told at one of our branch libraries, the Shakespeare story books were drawn forty-four times, and if we had had more copies they also would have circulated. For the last few months we have experimented with a systematic program which has enabled us to prepare our material before hand. It has shown its advantages in every way, and our story telling next year will be worked out in the same way.

Too much stress cannot be laid on the value of picture work in connection with the library clubs, school reference work, and to illustrate the story-telling lectures. In making them attractive one's ingenuity and originality are constantly called upon; they may be worked out in all shapes and ways, care being taken not to overdo the matter lest they become an old story.

Practically stated, the above is a brief survey of the methods of advertising the best literature in the children's room in contra-distinction to the librarian's individual work which fits the right book to the right child. An ideal children's librarian will do no work haphazard, but will plan her campaign beforehand as carefully as a general, choosing the most effective methods, and adapting them to existing circumstances. She will proceed cautiously, so that nothing shall be begun and dropped, as spasmodic effort results in weakness. One good children's club, or one systematized course of story telling will produce more satisfactory results than a dozen showy schemes hastily adopted and superficially carried out.



## REPORT OF THE CO-OPERATION COMMITTEE.

BY ERNEST CUSHING RICHARDSON, *Chairman, Librarian of Princeton University.*

THE policy of the Co-operation Committee of the past year has been to try to settle on a few lines on which definite work might be undertaken with best prospect of practical success and to try to place these in form for definite recommendation to the Association.

It has had before it for consideration during the year six special matters; most of which came up in the ordinary course of reference or communication:

1. Duplication of bibliographical work.
2. An American catalog.
3. An index of theological periodical literature.
4. An index of architectural periodical literature.
5. International co-operation.
6. Co-operative cataloging.

1. Mrs. Fairchild's suggestion as to the providing of some method for the avoidance of duplication of bibliographical work was referred to this committee by the Atlanta Conference.

The committee recommends that it be understood that all definite plans for bibliographical work whether co-operative or otherwise may be reported to this committee and shall be published by them in their annual report.

The only announcement under this head at this time is a Bibliography of Psychology, 1860-1899, by Prof. Leuba of Bryn Mawr College, which, it has been suggested, might be continued on cumulative sheets.

2. The proposal by Mr. A. G. S. Josephson for an American catalog was presented to the committee directly and was also referred to them by the American Historical Association, to which it was also presented. This proposal involves the establishment of an endowed bureau and the selection of some one library as a working basis.

At the meeting of the committee held March 9th, it was voted that the committee recognize the importance of such a catalog and that they hope that the plans for co-operative cataloging now under consideration may open the way also to its preparation.

3. A letter from the Rev. Olin H. Gates

called attention again to a matter which has been frequently mooted—the need of a co-operative index to theological periodicals. The matter was referred to the chairman with a request that he would investigate the question and report to the committee. One of the features of Mr. Gates' proposal was that the work should be edited by some one theological seminary. The chairman found that the Hartford Theological Seminary, which has one of the best collections of such periodicals, if not the best, in the United States, was willing to undertake the editing under the direction of the present chairman of the committee, who happens himself to have considerable collections in this line. A circular was issued inquiring whether it was felt by the seminaries and libraries that such an index was really needed, with the idea that if enough subscriptions could be secured to pay the actual cost of printing and publishing, a work including the publications of the last ten years at least would be undertaken. Returns enough have not yet been received to give definite assurance that the undertaking can be carried out, but it is recommended that the Association express its approval of the undertaking, urge libraries to support it, and recommend to the Publishing Section its publication if sufficient support is forthcoming.

4. The matter of an index of architectural literature was also referred to the chairman, to try and ascertain whether anything has been accomplished in this line. The chairman finds that Mr. Howard Butler, who is now studying abroad, made such a manuscript index to architectural periodicals a few years since, while fellow at Columbia. He has been unable to learn as yet whether there is an intention of publishing this. A plan for the co-operative indexing of architectural illustrations was adopted three years ago by the Boston Athenæum, Boston Public Library, Massachusetts Institute of Technology, and Harvard University Library, but circumstances have prevented its being carried out as yet on any large scale.

5. A communication from the Institut International de Bibliographie to the secretary of the A. L. A. was referred to the committee.

Its tenor was: That they consider their work to be sufficiently established to justify asking the active co-operation of our Association, and the careful consideration of their work; also to call the attention of the Association to the advantage to libraries of having card bibliographies independent of the library catalogs, and formed according to the rules prescribed in their annual. Request is also made that the Institut be allowed to register the Association as one of those affiliated with it. The committee recommends:

(1) That we express our interest in the work which is being undertaken by the Institut, and extend our congratulations for the measure of success with which it has met, and the excellent results which it has achieved, and that we express our sympathy with the idea of forming card bibliographies, as being a matter which is already extensively practiced by American libraries.

(2) That any official affiliation or registration with this or any other foreign association is inadvisable without a careful examination as to what the nature of this affiliation will be and the machinery for making it effective.

(3) That the Executive Board of the Association appoint a committee on international co-operation, which shall make special inquiries into the possibilities of such co-operation, particularly with reference to the matter of uniformity in essentials.

6. The matter to which the committee has given special time and attention during the year has been that of co-operative cataloging. This has been up before the Association so often as to make it unnecessary to call especial attention to the fact of the economic wastefulness of duplicate cataloging. There are, *e.g.*, on an average not less than 30 copies of every important scientific work published abroad imported for use in American libraries, and cataloged at an average expense of from 30 to 45 cents for each library. The experiment of the Publishing Section under Mr. Lane having developed many admirable features looking towards extension of co-operative cataloging, and the ingenious electrotype plate devised by Mr. Andrews, together with the improvements in the linotype, having made the old Jewett plan of preserving titles practicable, the committee felt that the time was ripe for developing some definite plan for eliminating this wastefulness of duplicate cataloging. Details of this plan

will be given at the co-operation session by various members of the committee, and the proceedings of that session, including the general sketch of the plan, the reports of Mr. Lane on adjustments and reorganization, of Mr. Andrews on financial details, and of Miss Kroeger on cataloging rules, together with the prepared remarks of Mr. Solberg and Miss Browne, are hereby offered as an exhibit to this report.

Before any formal action as to recommendations was taken the whole matter was discussed extensively by correspondence and in informal meetings—notably at a meeting of the Librarian of Congress and the librarians of Harvard, Yale, Columbia, Cornell, University of Pennsylvania and Princeton, called by Dr. Canfield and held at President Low's house in New York.

At a meeting of the committee held at Columbia University Library on March 9, at which, in addition to the committee, Messrs. Thwaites, Carr, Harris, Van Name, Jastrow and Canfield were present, the general lines of the plan were approved with practical unanimity, and the following recommendations to the A. L. A. with reference to it were adopted:

(1) That the A. L. A. appoint a committee on cataloging rules (including subject headings).

(2) That it form under the direction of its Publishing Section a bureau for the co-operative cataloging and printing of cards under guarantee, which bureau shall undertake to catalog promptly or to provide for the cataloging of all books referred to it by co-operating libraries, shall print cards for the same and also any titles sent to it by co-operating libraries, shall keep on file electrotypes of these titles for printing titles to order for libraries in general, shall publish regularly or from time to time a list of the titles in type or to be printed, and may print other material as it may seem fit, and shall be under the direct administration of an officer of the Publishing Section and the librarians of the guaranteeing libraries.

The plan of co-operative cataloging recommended by the Co-operation Committee of the A. L. A. contains the following elements:

(1) A moderately full printed title and imprint, cataloged according to the rules of the American Library Association, supplemented by a fine type note giving subject headings ac-

cording to the A. L. A. method, and any other cataloging directions such as author numbers or classification numbers, as may seem best.

It is intended to give in this note the essential information in such a form that on receipt of cards the numbers and subject headings can be written on by the local cataloger, practically without further search.

It is proposed to furnish for each book cataloged a set of cards containing enough cards for all necessary entries, but with all the cards identical in form, leaving all the details, on which there is liable to be very much diversity of usage among the libraries, to be written on. In this way the machinery is reduced to a simple card unit.

(2) It is proposed that these titles shall be electrotyped individually, provided with a consecutive accessions number for ordering purposes, and kept filed in this order.

(3) It is proposed farther that a cumulative linotype index of these titles shall be published, so that any title may be ordered at any time. This index would probably be sent out every week or two weeks as a regular periodical and at periodical postage rates. Libraries would thus be able to limit their orders to titles actually wanted.

(4) Other possible rather than actual features are: (a) The titles stored by consecutive numbers might be printed from time to time, say every 10,000 titles, as volumes, cumulative index serving an index for same, and the net result being in itself an important bibliographical work. (b) Special bibliographies could be printed from time to time by selecting titles.

(5) The organization recommended for carrying out this work is a special bureau working under the guarantee of certain co-operating

libraries, this bureau to consist of an officer of the Publishing Section of the A. L. A. and the librarians of the guaranteeing libraries.

(6) The plan contemplates as wide and general use as can possibly be developed, but for the sake of practicality it starts with adapting itself primarily to the needs of a certain limited number of co-operating libraries, but it is desired to offer the results to all libraries, large and small, in such a way and at such a price that each may take whatever will be serviceable to it. And if the cataloging of current American books now done by the Publishing Section can be combined with this work, it will the better serve the interests of libraries in general. It is also hoped that with a considerable accumulation of titles the work may be so arranged that a newly formed public library, *e.g.*, or any small library needing reorganization, may be able to find a large portion of the whole catalog ready printed at a very great reduction over what it would cost to card privately.

Any plan for co-operation in cataloging evidently involves many questions. It is of course essential, *e.g.*, that the whole plan should be brought closely in line with the recommendations of the American Library Association; but the prevailing rules for cataloging taught by the library schools differ slightly from those authorized by the American Library Association. Moreover, details of administration and adjustment of form, and especially details of cost have to be considered. These various matters have been specially investigated by various members of the Co-operation Committee, and their reports follow. These reports, together with what has just now been said, are regarded as exhibits to the annual report of the committee.

## CO-OPERATIVE CATALOGING AND THE A. L. A. RULES.

BY ALICE B. KROEGER, *Drexel Institute Library.*

IN the formation of any plan for co-operative cataloging the rules under which books should be cataloged are a most important consideration, involving as they do a variety of opinion on many points. If co-operative cataloging should be undertaken by the A. L. A. to the extent desired by the members of the Co-operation Committee, it follows that some code

of rules must be adopted by the libraries concerned and that such code should have the approval of the Association, in order that uniformity of entry and of style of card may be secured.

At present the cataloging rules authorized by the A. L. A. exist in a brief form in the "Condensed rules for an author and title catalog"

which were formulated in 1883 and are to be found in the *Library Journal*, 8: 251-254, and as an appendix to Cutter's "Rules for a dictionary catalog." In order to obtain in a concise form the opinions of the librarians who are likely to be most interested in the plan under consideration, a circular was sent to about 30 librarians, asking for an expression of opinion as well as for their practice in regard to various disputed points in these rules. A report on somewhat similar lines was made in 1893 by Mr. Lane and is to be found in the A. L. A. World's Congress papers. Since 1893, however, there has been some change of opinion regarding several of these disputed points, and besides the recent circular naturally includes more detail of cataloging than the former report.

Co-operative cataloging—which will benefit the large perhaps more than the small library, but which will also be of very great value to both—requires that a fuller code of rules should be adopted by the Association and also that such changes be made in the existing rules as will conform with the present usage of the majority of libraries interested. In reply to the question concerning codes at present used by libraries, 27 libraries replied, and of these 8 use Cutter's Rules alone, sometimes with modifications; 14 use Cutter's Rules alone or in conjunction with the Library School Rules or Linderfelt; 4 use the Library School Rules alone, while 10 use this code with either Cutter or Linderfelt; Linderfelt's rules are adopted as their code by two of the libraries reporting. Only three libraries follow the A. L. A. Rules without using any other code.

Of the two codes most in use, Cutter's Rules is followed by more libraries than any other, for one reason because they are designed for a dictionary catalog which is the form most in use in these libraries (only two reporting classed catalogs, either logical or alphabetical, although a few of the libraries have both a dictionary and a classed catalog). Dewey's Library School Rules although made primarily for a classed catalog are nevertheless useful for any form of catalog on account of the rules for author entry which are very definitely stated as well as on account of excellent sample cards. The rules are, however, not as full as those in Cutter and lack the explanations and numerous illustrations which make Cutter's Rules so indispensable to the cataloger of a library of any considerable number of volumes. The third code in favor, Linderfelt's Eclectic Card Catalog Rules, is

most important, because here also as in Cutter the rules are fully explained and illustrated; but as it does not include rules for subject entry, it is open to the same objection as the Library School Rules.

From the answers to the circular it seems to be the practice as well as the preference of most catalogers to use more than one code of rules and in most cases not to follow the A. L. A. Rules alone. This is chiefly because they are so condensed that they give only the general principle and seldom any exceptions. The cataloger finds, however, that in cataloging, as in grammar, the exceptions often outnumber the rules. If we take for example the point probably most in dispute, that of corporate entry for societies, we shall find that there are very few libraries that follow literally the rule as given in the Condensed Rules. Again, in the case of names beginning with a prefix, the A. L. A. Rule is limited to one brief sentence while in the Eclectic Card Catalog Rules we find one and one-half pages devoted to the various phases of this rule.

The library schools teach in general according to the Library School Rules, which are based on those of the A. L. A., but which make several important exceptions, while they use Cutter's Rules especially for instruction in dictionary cataloging. We therefore see each year a larger number of libraries adopting similar rules of entry and details of imprint information which results in more uniformity in cataloging. Even among the library schools, however, we see differences of opinion, and their teachings sometimes disagree with the rules of the A. L. A. It is practically impossible to draw up a code of rules which can be followed by all libraries without variation.

In printing cards for use in libraries of all kinds and sizes, several means can be considered for allowing for this difference of opinion. Small points regarding imprint information must perhaps be overlooked, as only one form can be printed. But when libraries are at variance on rules relating to headings, it will be possible to arrange the card so that the preferred form can be used. Mr. Lane suggests the possibility of printing one heading below the other (as, in the case of English noblemen to have the family name printed below the titles) and one or the other can be crossed off, according to the usage of the library. Another way would be to print two cards for all disputed points, in the above case printing one card

under the title and another under the family name.

This report has been made to serve as a basis for future revision of the A. L. A. Rules, with the idea in view of furnishing a code which will be as nearly as possible—where such a difference of opinion exists—a working code for co-operative cataloging on a larger scale than has been done heretofore. It may be necessary for us to give up long cherished thoughts of uniformity in our catalogs, but that is an unessential matter, and one that is more easily overcome than we imagine. The advantages to be gained from well printed cards will surely outweigh all minor considerations, especially when they can be secured at so much less cost to the library than the ordinary written cards. The catalog is, after all, more for the public than for the librarian (perhaps this may be another disputed point), and anything that helps to make it more easily read and understood should be regarded as of the first importance. And this printed catalog cards will surely do, even should the indication of the paging and size or the position of the series note not agree with our favorite ideas in regard to them.

The points most in dispute relate to pseudonyms, societies, noblemen, Oriental writers, the fulness of author's name, Latin writers, names of places, use of capitals in German nouns, order of imprint and some details of imprint such as size mark, series note, the German *umlaut*, etc. The following is a summary of the reports from 27 libraries:

\* 19. *Pseudonyms*.—Usage is fairly equally divided between entry under pseudonym and entry in all cases under real name, with a slight preference toward entry under the pseudonym when better known than the real name. Those libraries entering under real name almost always except George Eliot and make entry in that case under the pseudonym.

11. *Societies*.—The rule is in general followed. But many libraries report exceptions. Several follow Cutter's 5th plan, section 56, for society publications, which covers various specific kinds, such as churches, local societies, societies not local, academies (English and foreign), colleges, universities, libraries, galleries, museums—having an individual name and those not having an individual name—business firms, etc. A few libraries follow Library School Rules, which, however, is not so full as Cutter, but fuller than the A. L. A. rule. A

few others follow Linderfelt, which is very full in regard to all the points relating to societies.

The criticism regarding the present rule would seem to be that it is too general and makes no allowance for various kinds of societies, local societies and those not local.

In any co-operative cataloging this rule would be an important one and would need most careful consideration.

1m. *Noblemen*.—In this regard opinion is again divided, but the larger number of libraries prefer to follow the rule rather than to enter under family names. The points for consideration here would be: the question of adding the word "highest" before "titles"; whether the number of the peerage should be prefixed to designate the rank of English noblemen, *as*, 8th earl of; and what, if any, distinction should be made between English and foreign noblemen.

10. *Sovereigns, etc.*—*Oriental writers*.—The entry of Oriental writers, according to this rule, is questioned by two or three libraries, and Mr. Lane recommends that this part be omitted from the rule. The entry of popes and saints as here treated is also questioned.

2a. *Author's name in full and in the vernacular*.—Only four libraries report using this rule without qualification. On examination of the numerous exceptions and opinions regarding it there is found to be a strong growing tendency towards not looking up unused names. Even the large libraries, such as Harvard and John Crerar, recommend a change in this rule to that effect. Mr. Lane recommends that instead of *in full*, it should read "at least for modern authors in the form customarily used by the authors on title-page, etc., except that initials should be filled out, and in the case of noblemen, etc., not using forenames, the names have to be supplied." Mr. Andrews proposes for discussion the advisability of filling out, (1) first name only; (2) all initials used; (3) all names ever used. Another librarian thinks the rule as it reads is not clear and should be made clearer.

With regard to the part relating to entry in the vernacular form of the name, there is general agreement except as to Latin names, which may need some discussion. There is a general tendency to omit "the vernacular form being added in parentheses" in Latin names.

2f. *Names of places*.—While the majority report that they follow this rule, there seem to be several libraries that omit the second

\* The numbers given are those of the A. L. A. Rules.

sentence: "When both an English and a vernacular form are used in English works, prefer the vernacular," as they prefer the English form *always* for names of places. This rule, of course, applies to the name of the place in the heading. The Library School Rules gives names of cities and towns in vernacular, larger political divisions in English. This is followed by some libraries.

3a. *The title of books.* — In copying the title of books there is practical agreement as to making the title an exact transcript of the title-page, omitting matter of any kind not essential. There are a few libraries that do not use ( . . ) for omission, but a large number always use the dots for that purpose.

As to the part which applies to rare books, the rule allows but does not require titles "in full, with all practical precision." This is not definitely answered by libraries, so that the custom can not be stated. There is almost unanimous agreement as to the use of brackets for supplying any additions to the title.

3d-i. *Capitals.* — The answers concerning rules for the use of capitals show a preference for small letters for noted events and periods, a difference of opinion as to the capitalizing of titles of honor, and a small majority only in favor of capitals for nouns in German. There is disagreement as to capitals for names of bodies, several libraries preferring capitals only for the first word, others use capitals for all words not articles, conjunctions, and prepositions. Another rule for capitals relating "to adjectives and other derivatives from proper names, etc.," has exceptions made to it by libraries, especially as regards foreign languages. Only one library inclines to use of capitals in doubtful cases — the majority agreeing with the rule to use as few capitals as possible.

More specific rules for capitals are recommended by Mr. Green.

4a-k. *Imprint.* — The answers relating to the order of imprint information were not sufficiently clear in all cases to make a satisfactory summary of the usage. Two arrangements of detail of imprint seem to be most in use, that of the A. L. A., the order of which is: edition, place, publisher, date, vols. or pages, maps, portraits, illustrations, size, series; and that of the Library School Rules: edition, vols. or pages, illustrations, portraits, plates, fac-similes, maps, tables, size, place, publisher, date, copyright date. The order of the Library School Rules is followed by six libraries, the A. L. A.

by four. The tendency to follow the order of the Library School Rules may be accounted for by the excellent sample cards which have been used by so many libraries and especially by graduates of Library Schools who have been responsible in recent years for a large amount of cataloging. A discussion of the order of imprint information is recommended.

Of the detail relating to imprint, there is naturally a diversity of opinion. Some of the suggested changes to the rules as they stand are:

*Edition.* — Two of the large libraries (Boston Public and Harvard) consider the edition as part of the title instead of the imprint, and the John Crerar Library recommends this change.

*Publisher's name.* — This is given as optional in the rules as they stand, and the general practice until recently seems to favor its omission. Several libraries omitting it in practice think the addition of the publisher's name desirable. Mr. Andrews recommends discussion of the insertion of place and name of printer when no publisher is given, and also of American reprints. In printed cards it will be desirable to include the publisher's name in imprint.

*Year* (as given on the title-page). — The only question here relates to giving the year always in Arabic figures, the exception being for incunabula, rare and curious books, and books with French revolutionary dates.

*Copyright date.* — The addition of the "year of copyright or of actual publication, if known to be different" is not made by all. Some libraries give the copyright date when differing more than one year (or five years), others omit it altogether. It is doubtful whether the "date of actual publication" is much used and this might well be omitted from the rule.

*Paging.* — As might be expected there is no agreement to this, the custom varying from the most exact collation to no paging at all. Main paging is used by some, others note paging only when a book has above or below a certain number of pages, and this varies with each library. The use of the + is not general, some of the largest libraries giving most exact pagination use commas instead.

*Illustrations, maps, etc.* — In this rule the phrase "number of" should be omitted, as very few libraries specify the number of plates, maps, and then only when important or easily ascertainable. The rule does not name plates as part of imprint, yet the followers of the Library School Rules distinguish plates when

not paged with text. There is also a noticeable difference in the abbreviations used for these items of imprint.

*Size.*—The size is usually given by the A. L. A. size letter, all omitting the "exact size by centimeters," which, however, the Library of Congress prefers. Only eight libraries report that they use the fold symbol, but whether this stands for the measurement by fold or for approximate size is not made clear. Only one library omits size mark altogether, while another gives it only for very large or very small books.

*Series.*—That the series should follow the other imprint information is the general practice, and only two report placing the name of series between title and imprint. This latter order seems to be preferred by the A. L. A. Publishing Section, Harvard, Boston Athenæum, Buffalo, and John Crerar libraries. The point is one that needs discussion.

*Place of printing.*—Since many libraries have but few rare and old books this rule is not generally followed, but the large libraries usually adopt it.

*Arabic figures.*—The use of Arabic figures in the title when the title-page gives Roman is questioned. The use of large capitals instead of small capitals for the names of sovereigns, princes, and popes has been suggested.

*Abbreviations.*—The tendency now is to use as few abbreviations as possible in order to make titles clear to the public, and to omit them except for imprint information. The abbreviations for forenames are generally disregarded, although some libraries use only the colon abbreviations for forenames.

7g. *The modified a, o, u, in German.*—Usage varies in regard to this, from the libraries (12 in number) that follow the rule, to the libraries that always write *ae*, *oe*, *ue* in the entry word and arrange as written. One library (Cornell) writes as found and arranges as *a*, *o*, *u*. The A. L. A. Publishing Section, Boston Athenæum, Boston Public Library, Harvard and Library of Congress follow the title-page or the author's use of his name and arrange always as *ae*, *oe*, *ue*. John Crerar Library writes and arranges as on title-page. Salem Public Library, which follows the A. L. A. Rules, advocates *ae*, *oe*, *ue*, on account of difficulties involved in the other arrangement.

*Series.*—The added entry for series is usually made under the name of the series, only one library entering under editor.

*Joint authors.*—The difference of opinion

comes in using more than two names as joint authors. Some make two, others three authors the limit, writing "& others" after the first instead of the names. Library of Congress suggests changing the rule to read "shorter entry" (not reference) "from each of the others."

*Periodicals and Serials.*—As to form and style of periodical cards and transactions of societies, which are in the nature of serials, it is difficult to make any satisfactory report. The following is offered for discussion:

How to express the contents of each library as to volumes of sets; whether it is best to enumerate the volumes, or to give inclusive volumes and dates, using the expression "to date" for current serial publications. The latter follows the Library School Rules. The former is given in the simplified Library School Rules.

*Subject headings.*—This has been so recently discussed by the Association that it is not necessary to go into detail concerning it. On printed cards the top line will be left blank so that each library can supply its own headings. It may be interesting to know that the "A. L. A. List of subject headings" and the recommendations of the Committee on Subject Headings are very generally followed.

*Other disputed points suggested for discussion.*

The following have been submitted for discussion by Harvard University, Princeton University, and the John Crerar libraries, and the Library of Congress.

Married women's names.

Joint editors for cards—the form.

Shall all editors be given in case of periodicals?

Use of dates of birth and death.

Anonymous works about persons and places.

Names of editors of collections (1d). Library of Congress suggests "only when the editor is responsible for or 'originator of' the collection, and the collection is not one to be continued indefinitely, and the original editor therefore likely to be succeeded by others. In the latter case enter under title, especially if significant."

Theses (1j). Library of Congress would add "modern only (since 1800)."

References (1t-x). Library of Congress would substitute instead of "references" "short entry."

Compound names (2c). Library of Congress here would add, "except the first part of the English or the last part of the foreign name be really the author's name."

Transliteration (3j). Oriental only (not Russian).

## CO-OPERATIVE CATALOGING: ESTIMATE OF COST.

BY C. W. ANDREWS, *Librarian John Crerar Library, Chicago, Ill.*

THE cost of the proposed system of co-operative cataloging depends upon two factors: first, the total cost of the titles as a dividend, and, second, the extent to which libraries enter into the plan as a divisor. It is evident, therefore, that even if the first factor could be determined with reasonable accuracy, the second, and so the final cost, can be determined only by experiment. The only safe way is to estimate all expenses liberally and all income conservatively. This has been done in the brief statement which follows, and it is hoped that even so the advantages of co-operation will be evident.

If the total cost of the titles is analyzed it will be found to divide into three parts: first, the preparation of the titles; second, their printing; third, their distribution. Each of the parts is composed of several items, of which some have been estimated with fair accuracy from past experience and others allowed for with great liberality.

The part standing first in logical order, the preparation of the titles, is both the largest in amount and the most difficult to estimate. It includes the preliminary working up of information as to full names of authors, peculiarities of edition and imprint, treatment of similar works, etc., the actual writing of the titles, the revision by the editor, either the assignment of subject headings, or better, in my opinion, the annotation of all misleading or insufficient titles, and the reading of proof. How much this will cost depends upon how it is done, and by whom. I believe that it will not pay to have it done cheaply, but that it should be done as well as, or if possible better than, the best bibliographical work now done in any American library. The estimates made include the whole time of two catalogers at \$1000 a year; two-thirds of the time of an editor at \$1500; one-fifth that of a director at \$2500; a total of \$3500. This force should be able to prepare 10,000 titles per year, making a cost per title of 35c. In confirmation of the reasonableness of

these figures I would refer to the figures quoted in the printed report of the committee which were obtained directly from the librarians of some of the largest university and reference libraries. Still this cost might be reduced considerably, for it ought to be possible for us to take advantage of the work done by the Library of Congress or to work in union with the *Publishers' Weekly*, or with the leading publishing houses, so as to obtain titles for American publications at very much less cost. If the Committee on Cataloging Rules should decide to follow title pages exclusively or generally, making unnecessary the expensive searching for full names, real names, authors of anonyma, etc., the cost would be still further and very materially reduced.

Assuming, however, that the methods of the leading libraries are to be followed, the estimate seems to me liberal but not excessive. No allowance for supplies used by the catalogers is made here, because though logically belonging here it can be included more conveniently under the head of office expenses in the distribution of the titles.

The next part of the work is the printing of the titles. Here it is possible to present definite figures. At least six American libraries now print practically all their catalog cards. Two of these, however, the Library of Congress and Harvard University Library do so under conditions which do not permit comparison with the others; two, Boston Public Library and Carnegie Library, Pittsburgh, print in their own buildings and with their own employees; two, the New York Public Library and the John Crerar Library, make use, under contract, of commercial establishments. Eliminating the factor of the cost of stock, which varies both in quality and quantity, and including for the Boston Public Library and the Carnegie Library, Pittsburgh, their own computation for rent, interest, and depreciation, the cost of composition, correction, and presswork seems to be per title as follows: Boston Public Li-



brary, 10 cents; Carnegie Library, 11 cents; New York Public Library, 12 cents; John Crerar Library, 13 cents.

The agreement is so close that it is evidently not worth while to consider at the present time the question of the establishment of a printing office for the co-operative work. Whether done in one way or the other it would seem that after making due allowance for an increase in the presswork, because of the greater number of copies to be printed, the expense of composition and printing need not exceed 15 cents a title.

The committee are of the opinion that the plan must provide for subscription, not only at the time of printing but also at any later time. This condition could be met by printing comparatively large numbers of cards for each title and resetting when those are exhausted, but difficulties of storage and the very great first cost of the investment in stock renders this impracticable. The same objections are still stronger against retaining the type, but it is quite possible to meet the condition by keeping linotype slugs, electroplates, or cellulatypes, which are stereotypes made of celluloid. The two latter are very much more convenient to handle, easier to store, and, if the plates are to be kept indefinitely, the cellulotype is decidedly cheaper. I am inclined for several reasons to favor the cellulotype, but as its use would be experimental, think it safer to estimate for electroplates at eight cents a title, with two cents for storage—a total of 10 cents.

The third part of the work is that of distribution. Here but few data have been found on which to base an estimate. The clerical work will be quite considerable and will require accuracy. The cost per title will vary with the number of subscribers. It will vary also with the number of copies of each title taken by any library, but this cost, in the opinion of the committee, together with that of postage and any others which like that increase in direct proportion to the number of cards, should be combined with the cost of stock and charged for at a price per thousand cards in addition to the charge per title.

Estimating (perhaps guessing would be a better word) that the clerical work might involve the receipt, checking, filling, and billing of 60,000 orders annually, *i.e.*, 225 daily or 30 hourly, and supposing that the orders received are arranged in the order of the

numbers of the titles or else in alphabetical order, it would seem that \$1500 should furnish sufficient clerical assistance, and also supply the necessary stationery and other supplies for this work and that of the catalogers. There still remains the cost of rent of rooms for office work and for storage of cards and electrotypes. If this charge and an allowance for incidentals be put at \$500, the probable cost per title of 10,000 titles prepared, printed, electrotyped, and distributed to 30 libraries would be as follows:

Preparation.....	\$0 35
Composition and presswork....	15
Electrotypes made and stored..	10
Distribution and supplies.....	15
Rent and incidentals.....	5
Total.....	\$0 80

This is the dividend, but the other factor, the divisor or the amount of co-operation will have to be determined by experience. All that can be done now is to make certain assumptions and see if the results are satisfactory.

We can assume that all the subscribers take at least one copy of every title. In that case the price per title would be five cents if there were 16 subscribers; four cents, if 20; and three cents, if 27. The charge for cards, postage, etc., ought not to exceed \$3 per M, so that the full subscription for one copy of each title would be in the case of 16 subscribers \$530, and for 27 subscribers \$330, with all extra cards wanted at \$3 per M.

To many libraries this will appear a perfectly reasonable price for a card bibliography of the best current literature, but to others it will be prohibitive, especially as the 10,000 titles might be exceeded, so that it seems best to consider the alternative of each subscriber ordering only the titles of those books which it intends to buy. Let us suppose that 30 libraries subscribe and that the average of their orders is 2000 titles; then the total orders are 60,000, equal to six complete subscriptions, and the cost per title is to be divided by six so that it becomes 14 cents per title, with extra cards at \$3 per M.

At the meeting of university librarians with the committee at New York in March it was agreed without exception that such libraries could not afford to refuse to purchase at 15 cents a title, as at the lowest estimate they were paying 25 cents a title for the work.

If this is correct the whole question is narrowed to the simple one: Can six complete subscriptions or their equivalent in partial subscriptions be obtained? I, for one, do not doubt it and really expect a much more favorable result.

No estimates are submitted in regard to the other elements proposed or suggested by the committee such as the cumulative index yearly or 10,000 title volumes, and special bibliogra-

phies, because these will not be issued unless self-supporting. The feasibility of the two latter can be determined by inspection of the specimen pages of the "List of books in the reading rooms of the John Crerar Library." It is probable that such bulletins can be printed from the electrotypes in editions of 500 copies at a cost not exceeding 50 cents a page or seven cents a title.

## REPORT ON ADJUSTMENTS AND ORGANIZATION.

BY WILLIAM C. LANE, *Librarian of Harvard University.*

YOUR committee has been trying to look at this scheme for co-operative printed catalog cards from various points of view, in order to see what was really wanted by the libraries, where the difficulties lay, and what it was practicable to do. The committee has not yet arrived at a complete and finished scheme, but it desires to present for your information and for further discussion what it has accomplished so far. Some points which at first seemed to offer considerable difficulty have appeared after further examination and discussion to be easily adjusted. For example, libraries use cards of different size, but by far the greater number use one of two standard sizes; and we can meet the demands of all that use these sizes by printing on a card of the larger size, but confining our print within such limits that the card may be cut down to the smaller size.

Another point which presents a difficulty is the position of the shelf-mark on the card. Most libraries write the shelf-mark in the left-hand margin; but others, particularly those which have already adopted a printed card, place the shelf-mark on the right, in line with the author's name. In introducing printed cards into their catalogs few libraries would be willing to change the customary position of the shelf-mark. We must, therefore, provide that a sufficient upper margin shall be left to place the shelf-mark at the right, opposite or above the author's name, and that a sufficient margin at the left shall remain blank, also, so that other libraries may write the shelf-mark at the left of the title.

The subject heading presents another difficulty. Obviously, however, there is so much

variety in different libraries in regard to the form of subject headings that to print a subject heading on the upper margin of the card is out of the question. It remains to decide whether a suggested subject heading shall be printed at the bottom of the card, or whether we shall try to make the title so explicit by means of words added in brackets, or by notes stating the scope of the book, or by tables of contents, that the character of the book shall be clearly indicated and the library helped thereby in assigning a suitable subject heading. In the printed periodical cards now being issued we have tried printing a suggested subject heading at the bottom. What we do is recognized as unsatisfactory, for the heading printed is simply a suggestion made by one of the co-operating libraries, and we do not attempt to reduce the suggested headings to a uniform system. If the same thing is attempted on the printed cards which we are now considering, it must be done more carefully, and libraries must be able to depend upon the accuracy and uniformity of the headings as printed. It seems to most members of the committee more practicable to confine our efforts to producing an accurate description of the book by annotations supplementing when necessary the title. Difficulties in regard to form of cataloging I need not dwell upon, as another member of the committee has been charged with presenting these points. But I think no serious interference with the smooth working of our plan need be expected on this side.

The real difficulty comes in planning for the systematic organization of the work and for the distribution of the cards to the libraries

that want them. As we first thought the scheme out it was on the basis of having the cataloging done in a co-operative way by a small number of libraries, and there is no serious obstacle to making a plan which shall serve the needs of the co-operating libraries. They would send their copy to a central bureau which would superintend the printing of all titles and the distribution of the cards to the libraries. Arrangements would of course be made so that no two libraries should catalog the same books. This plan perhaps does not appeal to a library which already has a well organized system of printing its catalog cards, such as the Boston Public Library which owns two linotypes and which probably would not find it to its advantage to enter upon a plan of this kind in co-operation with others. At the same time it might be quite possible to secure from the Boston Public Library a certain amount of assistance without any expense or trouble to that library and with great advantage to the other libraries concerned. But if we try to extend this system and make it meet the needs of a considerable number of libraries, large and small; and if at the same time we try to cover both current books and old books, more troublesome questions appear.

To get the titles supplied promptly, to inform the libraries of the titles they can obtain, and to send out to them all they want and no others, presents a serious problem. Our *aim* should be to give to *any* library, at *any* time, *any* title which it wants. To accomplish this we must keep on hand all the type, in the form either of linotype slugs or of electrotypes, which has been set up. We must have in addition a brief index-list or register in order that libraries may be informed of what titles are available. For certain classes of books, therefore, a better plan can doubtless be developed than the simple one of several libraries co-operating for the cataloging of their own books. The general character of such a plan is indicated by the experience of the Publishing Section in furnishing, as it has done for several years, cards for current American books. The main drawback to our present plan is that each library is compelled to take all the cards that we print. We have not so far seen our way clear to allow a library to select simply the titles which it needs. A second drawback is that

even under this arrangement a library is often in doubt whether it is to receive cards for a given book or not. We have succeeded fairly well, but only fairly well, in supplying the cards promptly. If we have failed in this respect it has been in spite of constant endeavors to secure prompt service. The real difficulty is in getting publishers to send us their books promptly. With the establishment of a central bureau for cataloging in New York, and with arrangements for keeping in stock electrotypes of all the titles printed, I think we could now undertake to furnish cards for all the current publications of a specified list of English and American publishers; and we could allow each library, as it receives the books of these publishers or orders them, to send a brief title list or a duplicate order to the central bureau, knowing that it could receive cards for all the works published by these publishers with reasonable promptness. We should, of course, as at present, also offer to send the full set of cards printed; but in that case the subscription might be confined to a single card for each book, and duplicate cards could be ordered when needed. I see no reason why the booksellers should not also co-operate with us and supply to their customers cards for these new books.

The current foreign books could be provided for in somewhat the same way, but the ground of selection would obviously have to be different. By most libraries foreign books are imported through an agent doing business in New York or Boston. The number of these importing houses is very limited, and it may be estimated that from 75 to 90 per cent. of books imported for American libraries come through these agents. This suggests that the place to catalog these books is while they are still in the hands of the importer and before they get distributed to the libraries. If forty libraries should say to their importing agent in New York: "We want you to send us catalog cards for all the foreign books or for all the current foreign books, which you import for us," I think we could undertake to supply them. We should have to arrange with the New York importers to be allowed to see and use their books as soon as imported, catalog them as promptly as possible, print the cards, and supply the importers or libraries direct with the cards as soon as printed.

There remains to be considered the old books — books not of the current year or of the year just elapsed. A much smaller number of books are bought at the same time by two or more different libraries and there is a corresponding smaller saving in cataloging them by a central bureau. As a beginning, in dealing with books of this kind I believe we shall do well to confine our printing to books received by three or four co-operating libraries who can be depended upon to do careful work. What we print for them we can offer to other libraries at a moderate price, and then, perhaps, after this work has been well organized, we can say to other libraries: "If there are other books which you want cataloged, send us the titles, and we will have them printed for you in the same form as those we are already printing. And such of these titles as would in our opinion be useful for us to have in stock we will accept and keep on file for the benefit of other libraries."

One other essential portion of the plan remains to be spoken of. To make our titles of use to libraries generally we need a brief index or register of them. For current American books this is not of special importance when the books are first published; but for foreign books and for old books it is a necessary part of our plan, and it becomes so for the current American books as soon as they become old books. This index could be printed by means of the linotype, restricting the titles in all cases to a single line. In this way it would be possible to make it cumulative to any extent desirable. For the foreign books such a list should be issued at short intervals for the benefit of those libraries which do not import

through booksellers in New York. For old books a list of this kind is needed to give other libraries information of what titles can be had, but such titles need not be brought to the attention of other libraries very promptly. For the current American books an issue of the list once a year might be sufficient.

As to promptness of service, it is desirable, of course, that cards should be provided as promptly as possible; but, after all, absolute promptness is not obtainable and, as it seems to me, is not essential. Libraries perhaps do not realize this fact as clearly as they might. Provided that you know that you are to have a card for a given book, there is no necessity of keeping the book itself in the cataloger's hands until the card appears. The necessary checks may be put on the title-page; any notes you please made for future use in regard to shelf-marks, references, etc., and the book may be sent along into circulation. Whether the card goes at the same moment into your catalog or not, the book has gone with other new books where it is accessible to the public, and that is what the librarian tries to accomplish. The immediate presence of the card in the catalog is of less importance so long as the book is to be found on the shelf.

The Co-operation Committee asks from the members of the Association a full discussion of these plans and the suggestion of any improvements which can be made. If there seems to be a prospect of general support for a scheme of co-operative cataloging, conducted on these general lines, the committee will be glad to give the matter further consideration and work it out in still greater detail.

## REPORT OF THE COMMITTEE ON LIBRARY SCHOOLS.

BY JOHN C. DANA, *Chairman.*

WE have found it impossible to visit all of the four library schools which we have chiefly taken into consideration. Miss Hasse has visited the Pratt; Mr. Crunden, the Illinois; Mr. Dana, the Pratt and the Albany. The personal examination of the actual work of the schools has been almost *nil*. We cannot, in our criticisms, go beyond certain general remarks made in the light of our observation of graduates, conversation with library school instructors, printed reports, and answers to letters of inquiry. Our report is therefore very inadequate. We wish in opening to call attention to this inadequacy and to emphasize the suggestions we make elsewhere, due in part to Mr. Josephson, of Chicago, that the Association take such steps as will put it in close touch with education for librarianship and will enable it to give or withhold its endorsement of schools or training classes with an assurance born of full knowledge.

Summer schools and training classes we have only incidentally taken into consideration. We are compelled to approve of every effort made to increase the knowledge and skill of library workers. No form of education for librarianship should be, in our opinion, discouraged. But we cannot state too strongly our conviction that both schools and training classes should not permit the impression to go abroad that their work is greater than it really is. Form must be distinguished from substance. Short roads do not lead to the summits of high mountains. Trained workers, experts, and experienced librarians are not made in six weeks, and at the end of nine months they are still in the making. There is nothing esoteric in library economy. There are good library schools because there are good librarians. All schools, and especially all schools which profess to prepare one quickly for a certain narrow field, are subject to the blight of the cult, the mildew of the -ism, and the megaloccephaly of the diploma.

The accompanying table gives certain figures and statements in regard to each school, which we hope will be found of interest in connection with this report:

NAME OF SCHOOL.	ALBANY.	DREXEL.	ILLINOIS.	PRATT.
Opened.....	1887	1892	1893	1890
Instructors.....	11	6	6	16
College graduates....	5	0	4	4
Public librarians....	1	0	1	1
Subscription lib'ns....	0	0	0	1
State librarians.....	1	0	0	0
College librarians....	2	0	2	0
Pupils 1st year.....	30	20	24	20
Pupils 2d year.....	10	....	26	3
Admission.....	H. S. & 2 yr.col.	H. S. ed'n. & exam.	H. S. & 2 yr.col.	H. S. ed'n. & exam.
Hours in school year..	1520	1400	1620	1500
Cataloging.....	540	560	312	230
Classification.....	93	40	116	106
Book-making.....	80	16	24	12
All other topics.....	807	784	1168	1152
Students to date.....	298	96	68	170
Employed in libraries..	139	50	56	132
Librarians.....	47	6	20	30
Catalogers.....	39	22	25	33
Other lib. positions..	*53	22	11	57
Av. salary of librarians.	\$1131	....	\$900	\$808
" " catalogers.....	946	....	720	667
" " assistants.....	1027	....	720	666
Cost per year.....	365	\$370	324	382
Materials.....	20	20	25	25
Living.....	250	250	240	252
Tuition.....	80	80	34	75
Visits.....	25	20	25	30

Of the schools in general we would say that, as far as our investigations go, they seem to be worthy of the praise that has been given them in previous reports, as regards courses of study, distribution of work, technical equipment, strict attention to business, and enthusiasm of both instructors and pupils—with one exception. We believe that too much attention, relatively, is given to the subjects of cataloging and classification. The preponderating attention given to these topics is probably due to the fact that they are among the few things in library management which are so formulated that they can be taught. Apprentices and library school students almost invariably think

\* (Albany) Includes one branch librarian, 20 first assistants, 13 reference librarians, two heads of loan department, two in charge of selection of books, two children's librarians, 13 other important positions.

† (Drexel) The fact that none of the Drexel instructors have been in charge of any kind of a library, as shown in this table, does not indicate that they are without experience. On the contrary, the experience of several of the instructors has been wide and varied.

‡ (Pratt) Including outside lecturers of whom four are college graduates.

§ Classification of employment not exact.

cataloging the most important part of library work, because it is most technical, and the time given to it in the schools encourages them in this thought.

The situation, as to education for library work, is completely reversed from what it was when library schools first opened. Then the question was whether preparation for library work could be obtained in a library school; now it seems to be, in the minds of library school people, whether training for library work can be obtained anywhere else.

This is due to several causes; but chiefly to the natural tendency of educational institutions to grow into the thought that such formal education as they impart is of more importance, relatively to native ability and the education of daily life, than it really is. Then, from any worthy school, and our library schools are all worthy, there go out graduates who are united in their efforts to exalt their own *alma mater* and insist daily and hourly on its value and the value of like schools generally. Again, the little halo which surrounds organizations extends to schools of almost any sort. Again, the graduate of a technical school has usually, no doubt, as compared with average non-schooled people, a little more enthusiasm, a little wider acquaintance with the literature of her profession and a certain glibness in the use of the patter of her calling which she sometimes mistakes for breadth, and others not initiated sometimes take for depth. This is not saying that formal education for library work is not a good thing. It is suggesting simply that it is often not as much of a good thing as those who impart it and those who receive it assume.

In our consideration of library education we have been led to the conclusion that breadth of vision and general zeal are two of the more important of the things imparted by library schools to their pupils, and to the further conclusion that a much smaller number of libraries than we had supposed endeavor to give these two very important things to their assistants. If we are right in our conclusion here is something which the library-education committee, which we suggest, should take into consideration and try to correct. Every library should be a library school. Every assistant capable of growth should be encouraged to grow, in knowledge, breadth and zeal.

Comparisons are often made between libra-

rianship and other learned professions, the law, medicine, etc. The comparison is usually accompanied with the statement that librarianship is not usually put in the same rank with these callings. Can we expect it? When we challenge public recognition of librarianship we must be prepared to have it considered as seriously as are those professions with which we invite comparison. Are we prepared to do so? We are aware, of course, that the general practitioner in law or medicine, and the librarian, work under widely different circumstances, and that those circumstances, in a comparison, have to be taken into consideration. We do not forget this, but we wish to point out very plainly the impropriety on the part of the library profession of assuming for itself a rank equal to that of the established professions. While we should not arrogate to ourselves a rank equal to that of the established professions, it should be our constant aim to insist on such scholastic and professional training as will eventually lead to the universal recognition of librarianship as a learned profession. We place great emphasis on previous scholastic training as a necessary foundation for such recognition.

It is often claimed that the apprentice system affects the general scale of wages for library work, and that in the competition of trained with untrained workers the former suffer. Your committee has made no investigation bearing upon this question; but from general observation it would draw this conclusion: that the average worker, a library school graduate, of no independent experience, who is fitted to take (1) a secondary place in a large library, or (2) the position at the head of a department in a medium library, or (3) the librarianship of a small library, finds that her school training in the two former cases does not increase her value to the library above that of a trained apprentice, and that only in the latter case does she have a comparatively undisputed field. By far the larger number of positions to be filled are those of the two former classes; and if her training does not increase her value to the library for these positions above that of an apprentice, it is not the apprentice system but the want of superior training, scholastic and professional, that affects the scale of wages for library work. Furthermore, the larger part of school training is concentrated upon cataloging and the manipulation of the various record de-

vices. Naturally the market gradually tends to become glutted with trained workers, all having the same accomplishments, and it is this congested condition of the market which regulates wages. This is more particularly noticeable in eastern communities where the larger number of positions to be filled are of the first and second classes previously named. On the other hand, the librarian of the large library, having incorporated within it special departments each requiring the care of a specialist, cannot go to the schools and select from among the graduates a trained worker. He must make his selections from persons who have fitted themselves for special work without the aid of school training, because the special branches in which they desire to engage themselves are not taught in the schools.

We have not yet fully recognized the differentiation in library administration. It is essential in library instruction to give due consideration to this differentiation, which is becoming more and more well defined. For instance, the subject of the administration of the state library is much neglected and that of the college library is hardly more than hinted at. It is the administration of the free circulating library which has thus far chiefly received attention.

An organized school, with its graduates as its friends, with the prestige of its name, its courses, etc., can and does have great influence in the matter of securing positions for its students.

As the figures we give show, the library schools have been very successful in placing their graduates. We cannot, therefore, conclude that the schools are doing first-class educational work unless we know how much education and experience their graduates had before they went to the school; how long after their graduation they spent in apprenticeship work before they achieved their success; and how their general ability compares with that of the people who enter the library as apprentices or as untrained employees. If the library school raises the level of library workers by keeping up a high entrance standard, thus selecting the more intelligent and more experienced of applicants, as of course they do, then they are doing a good thing. But libraries with training classes are doing the same thing, if they hold, as they nearly all do, competitive examinations for admissions to their classes.

Every librarian tries to get the best available material. The opinion is common that anybody can work in a library. Young people look at the records of library school graduates and note what they have achieved after a year of study in a school and conclude that getting a good job in a library is a comparatively simple thing. They will not be persuaded to the contrary for a long time to come. Only by uniting in keeping the standard of admission high to library and school alike can we bring this about, and slowly at the best.

Library schools cannot be considered without taking up the whole subject of library training, however acquired. We believe that it is still true that most librarians, were they asked this question—"Other things being equal (health, appearance, formal education, etc.), would you choose for an assistant a person who had worked two years in a library like your own, or one who had spent two years in a library school and no time as a library assistant?"—would answer—"The former." They would be quite sure so to answer if the person of library experience had had opportunities for all 'round work and general observation.

Again, This is not a condemnation of the school. Some will say it is a condemnation of librarians. To us, it is an indication that the art and science of library work are not yet sufficiently formulated to be capable of full presentation in any school; that a few persons fairly well-experienced in library economy do not necessarily make of themselves a better teaching force by calling themselves a school than do a like set of people who are simply united as the staff of a library; and that in a profession which, like librarianship, is in its formative stage, daily contact with actual conditions—brains and some experience of life being presupposed—is the one thing essential to the progress of wisdom. Library work can be learned, but as yet it is something that can't be taught in all its fullness.

But we believe the schools are good things, that they are doing good work. They have made librarianship more professional. They have helped to magnify our calling. They in the main deserve their success. The A. L. A. should help them to elevate their standards. But doing this it should not overestimate their present worth, and should not forget that, while in some libraries the assistants become

machines if not fossils, a good many librarians train assistants as well as do the schools themselves. We believe, as we have already stated, that there are many librarians who prefer to train new assistants into the local methods of a library rather than to untrain trained workers.

We recommend :

1. That the Committee on Library Schools be changed into a Committee on Instruction in Librarianship ;
2. That this committee include not less than five members, and that each member thereof serve for at least three years.
3. That one or more members of the committee be required to visit, during each year, such

library schools and training classes as the Association shall specify, the travelling expenses of each member to be paid by the Association.

4. That each year the committee make a report on such library schools and classes as the Association may designate, with special reference to the character of the students who are admitted to the school, the courses of study therein, and the grade of instructors and the character of instruction.

5. That the committee make to the Association such recommendations in regard to these schools and classes as may, under the circumstances, be warranted.

## REPORT OF THE A. L. A. PUBLISHING SECTION.

BY WILLIAM C. LANE, *Treasurer, Librarian of Harvard University.*

THE Publishing Section presents herewith its customary statement of accounts, summarizing the business affairs of the Section for the year 1899, and showing in regard to each publication the net balance for or against it at the beginning of the year, the receipts and expenses of the year, and the balance standing to debit or credit at the close of the year. The number of copies sold of each publication and the number of copies remaining on hand is also given. The most striking point to be noticed in regard to the year is the small number of copies sold of our various bibliographical book publications. This may be in some measure due to the circumstance that during the last half of the year a change in the arrangements for handling our publications was in progress, but the principal cause must be that, most libraries that cared to own them being already supplied, our method of sale failed to bring our books to the attention of the ordinary book-buyer through the trade.

On January 1, 1900, our larger book publications were transferred to Messrs. Houghton, Mifflin & Co., of Boston, who will in future act as our publishers. The Library Bureau retains the "List of subject headings," since the demand for that comes almost exclusively from libraries. The cards for current books are also issued for us by the Library Bureau, but the other card publications, though manufactured for us by

the Library Bureau, should be ordered directly of the Publishing Section, to which also the bills for them are to be paid. The little books, "List of French fiction," "Books for boys and girls," etc., also remain in the hands of the Publishing Section. It is evident that our book publications have had only a moderate degree of success, and with the exception of the "A. L. A. index" and the "List of subject headings" they have not brought back the money put into them. All our card publications, however, have been successful from the beginning and the profit on them has more than made up for the deficit on the books, for it should be noticed that, although the statement shows on all the publication accounts taken together an excess of expenditures over receipts of \$697.48, yet the sum of \$971.78 has now been spent in preparatory work on the second edition of the "A. L. A. index" and the "Portrait index," works which have as yet had no opportunity to bring us any income. Throwing out these two items, the total receipts on our publications exceeded the expense by \$274.30. It should be remembered, however, that the expense of "Books for girls and women" and of "French fiction" and the cost of editorial work on the "Fine art bibliography" were met by private generosity, else the story told by our accounts would be very different.

A few notes of explanation in regard to cer-



tain items will be of general interest. The sale of the *List of subject headings* having proved so good, and the receipts being substantially in excess of the cost, the Section voted to pay over from time to time to Mr. G. M. Jones who had done, without remuneration, most of the work of editing the List, 20% of the net profits; and the treasurer accordingly had the pleasure of making a first payment to Mr. Jones of \$56.96 on account of sales up to December 31, 1899.

The preparation of the new edition of the *A. L. A. index* has been rapidly pushed forward under Mr. Fletcher's supervision, and a portion of it is already in the printer's hands.

The work on the *Portrait index* also still progresses without interruption. Several collaborators in different parts of the country are still at work, and since August, 1899, Mr. C. W. Plympton has been continuously in the employ of the Publishing Section engaged in indexing material accessible in the libraries of Boston and Cambridge and not already provided for. In this way a very considerable addition has been made to the material in hand which now amounts to some 60,000 cards, and the work of arranging this material in one alphabet has just been begun.

The *printed cards for current books* have recorded 1340 titles for the year, almost the same number as that cataloged last year (1330). Our thanks are due to the publishers who have sent us their publications and have thus made the continuance of this work possible, but it is difficult to keep the publishers interested in this undertaking, and it seems to be difficult for them to supply us with the books promptly, yet prompt service is absolutely essential to the usefulness of the cards. If the plans for co-operative cataloging which the Co-operation Committee has to propose are carried out some general reorganization of this work may prove desirable.

The subscription list of the *Annotated cards on English history* does not increase from year to year as we had hoped it would, but remains practically stationary at about 100 subscribers, 59 sets of the cards and 50 copies of the pamphlet being subscribed for in the case of the 1899 titles. This only barely covers the cost of printing and leaves nothing to pay the editor. For 1898 a moderate payment was made to Mr. Johnston, but this payment was only about equal to the value of the sets of 1896 cards

which were turned over by him to the Section in the first place. The total expenses and receipts for the 1896, 1897, and 1898 cards taken together were \$216 and \$223.67 respectively, showing a balance of profit of \$7.67, not a very encouraging outlook for the editor, yet the work that is put into these cards calls for the best qualities of judgment and scholarship; and such work should not remain without remuneration. The criticisms on the cards that have come to the notice of the Publishing Section indicate that too large a number of the titles recorded are not such as the popular library is likely to buy. That is to say, the libraries do not seem to care to record in this form information in regard to books which they may not have on their own shelves, but might be able to get for their readers elsewhere. With the further extension of the practice of inter-library loaning this opportunity may come to be better appreciated, but at present such information is not in demand. Under these circumstances the question of continuing the publication of these annotated cards or of extending the plan to other fields is one that deserves careful consideration.

It has been suggested to the Publishing Section that the field now covered might be extended to cover all historical publications in English, but that the books treated should be limited to those of more popular interest. The Section would be glad to hear expressions of opinion in regard to this suggestion from the members of the Association.

One unexpected use of these titles has appeared. The attention of the American Historical Association having been called to them, the association offered to print the titles and annotations with our permission in their annual volume provided the notes should be so modified as to express no opinions of absolute or relative value, but to become purely *descriptive*. This change the Historical Association considered essential on account of the relations of the association to the government and the publication of its proceedings as government documents. The Publishing Section consented to this being done on condition that an explicit statement should be introduced setting forth the character of the annotations as printed on the cards, and the character of the change which had been made in them.

The *printed cards for periodical publications* have covered 2916 titles in the year 1899, against

2645 in the 11 months of the previous year. A suggested subject heading is printed at the foot of each card according to the system begun in March, 1899, and mentioned in the last report, and probably repays the slight trouble and expense involved, provided subscribers remember that these headings are only suggestions made by one or another of the five co-operating libraries that furnish the printer's copy, and do not pretend to set forth such a consistent system of subject headings that they can be followed without constant watchfulness and modification. The subscribers, both complete and partial, remain practically the same in number as last year. The price was reduced from \$3 per hundred titles (two cards to each title) to \$2.50 on January 1, 1899, but the Publishing Section has not felt justified in making a further reduction, the receipts for the year exceeding the expenses by only \$39.50, and the previous reduction not having caused any noticeable increase in number of subscribers. If the Section had a stronger financial backing it would be interesting to reduce the prices for all our card publications 50%, and see whether a much larger sale could not be obtained.

Our present prices, stating them all in terms of the hundred cards, vary from \$1.31 for the English history annotations, where the composition is a larger item and we give an extra set of titles on paper slips, and print a larger number of cards and pamphlets than we sell, \$1.25 and \$1.50 for the periodical cards, and 90 cents for the current book cards, down to 60 cents and 45 cents respectively for the "Warner library" and the Massachusetts documents cards where a larger number of sets were printed, and, in the latter case, nothing had to be allowed for the expense of cataloging and distribution. The prices for similar work done in connection with the International Institute at Brussels are much less, varying from 15 to 40 cents a hundred cards, and some reduction in our prices is clearly desirable. The linotype promises help in this direction, but the card stock which we use is doubtless more expensive and perhaps proportionately better than the European.

On the cards for miscellaneous sets (returning to a consideration of the tabular statement) the balance noted seems to show a slight loss, but this is only temporary and will be soon wiped out by further sales from stock on hand. Cards for five different works were issued in

1899. These five works were the annual reports of the U. S. National Museum from 1886-1894 (173 cards), the annual reports of the Bureau of Ethnology from 1879-1895 (173 cards), Depew's "One hundred years of American commerce" (203 cards), Bulletin and Memoirs of the New York State Museum, 1887-1898 (54 cards), and the "Liber scriptorum" of the Authors Club (152 cards). Of each from 20 to 60 sets of cards were printed, and from 12 to 38 sets had been sold before January 1, 1900. Since January 1 the Proceedings of the American Association for the Advancement of Science and the Annual reports of the Smithsonian Institution have been analyzed. A somewhat comprehensive list of works adapted to analyzing in this way was sent out in December, 1899, with a request that librarians should indicate which they would prefer to have done, and on the basis of the replies received ten have been selected to be analyzed, if possible, this year. These include the publications of the American Historical Association, the Contributions and Miscellaneous collections of the Smithsonian Institution, the Circulars of information of the Bureau of Education, the Special consular reports, the Collections of the Massachusetts Historical Society, etc., and in addition a selection from the English Blue-books, the selection of titles being made and the cataloging done by the John Crerar Library. A detailed list is given in the *Library Journal* for February, 1900.

The demand for the cards for the Warner library proved unexpectedly large and we made a mistake in not printing more than the hundred sets which the publishers of this work bought from us outright to be sold at a stipulated price through their own agents.

The proposal of the Massachusetts Library Club to prepare printed cards for the Massachusetts public documents was accepted in part by the librarian of the state library, and at the expense of the state cards were printed for the monographs contained in the state documents for 1898. The same material was also printed in pamphlet form and either cards or pamphlet were sent to every library in the state free of charge. The printing was done under the supervision of the Publishing Section, the cataloging being done at the expense of the Massachusetts Library Club.

The series of *Library tracts* projected last

year finds no place on the statement of accounts, since none were ready for the press till the spring of the present year. We are now able to present to the Association, however, three tracts, the first, "Why should we have a public library?" a collection of interesting and appropriate extracts compiled by the committee; the second, "How to start a public library," by Dr. G. E. Wire; and the third, on "Travelling libraries," by F. A. Hutchins.

We have not been obliged to draw heavily upon the income of the Endowment Fund, and have received from that source only \$70.97 (in February, 1899), a portion of the \$100 which the Council in 1898 directed the Trustees to appropriate to the use of the Publishing Section.

The second half of the table shows the relation of the general balance on the publication accounts (\$697.48) to our general financial condition. \$1960.48 is the balance remaining from former appropriations of the Endowment Fund trustees, gifts, and other sources of income not directly connected with a publication. \$49.25 is the sum of several small balances still standing uncanceled on our old members' accounts. These two sums taken together (\$2009.73) may be considered our working capital. \$697.48 (the sum that is still sunk in our publications) is the difference between this and the sum which we actually have in hand to work with, namely, the cash balance plus the subscriptions and bills due us (\$1100.66 plus \$736 = \$1836.66), diminished by the sums which we owe (\$69.41 plus \$455 = \$524.41), that is \$1312.25.

Capital (\$1960.48 plus \$49.25).....	\$2009.73
Sunk in publications .....	697.48

Available, January 1, 1900.....	\$1312.25
---------------------------------	-----------

In regard to work on hand or proposed a few words must be added. The second edition of the "A. L. A. index" and the "Portrait index" have already been mentioned. The "Supplement to the A. L. A. catalog" which the New York State Library undertook to print has unfortunately been delayed. Larned's "Annotated bibliography of American history" is nearly ready for the printer, but has also been delayed by Mr. Larned's illness. Miss M. S. R. James and Miss A. L. Sargent have undertaken to make a general index to the articles in library periodicals and have begun the collection of material. The index when ready will probably be issued in conjunc-

tion with the L. A. U. K. Mr. W. Dawson Johnston has the material for an annotated bibliography of English history which it is hoped can be completed on the lines of Mr. Larned's bibliography and published. Mr. Josephson, of the John Crerar Library, suggests the issue of printed cards for the articles in some 20 current bibliographical periodicals and is ready to furnish the titles carefully annotated. The board has this proposal under consideration. Professor Leuba, of Bryn Mawr, has a ms. bibliography of periodical literature relating to psychology, covering the last 40 years and indexing the contents of some 42 periodicals. The Publishing Section has been in correspondence with him in regard to the possibility of publishing his bibliography, the best form for it, and the relation it should bear to the excellent annual bibliography issued by the *Psychological Review*.

No substantial progress has been made since the last meeting of the association toward putting the work of the Publishing Section on a broader and stronger basis, but the desirability of taking some definite steps in this direction is as evident as ever. We have for over three years enjoyed and profited by the hospitality of the Boston Athenæum, but the space that can be allowed us there is really insufficient for our needs, and our expectation that we might be able to hire a room such as we needed in another part of the building has been disappointed. In addition to the efficient service rendered by the assistant secretary, the Publishing Section could with advantage employ a portion, say half, of the time of a capable man who should combine business judgment and alertness with bibliographical tastes and knowledge of library interests. Such a man acting as treasurer of the Publishing Section could do for it far more than the present treasurer has been able to accomplish, who has been able to give it only a small portion of the time and thought which the importance of the work and the variety of interests involved now demands. In fact the time has come when both for its own sake and in justice to those who serve it the Publishing Section should have salaried officers, and should no longer depend on volunteer and unpaid service. To make the change successfully, however, requires a better financial foundation than the Publishing Section yet has. The outcome of the year 1899 has been favorable financially,

but it must be remembered that no new work has been entered upon involving any considerable outlay such as is likely to be needed during the next two or three years if the various undertakings in progress or proposed are carried out.

The plans under discussion for the use of printed cards on a larger scale than heretofore for ordinary cataloging, if adopted, may point the way to some desirable reorganization of the Publishing Section, or afford the opportunity of carrying out the improvements toward which we have been working.

In conclusion the treasurer desires to recognize the efficient administration of the office of the Publishing Section by the assistant secretary, a place requiring the rapid handling of a great variety of details. The treasurer also wishes to thank Mr. H. C. Wellman, of the Brookline Public Library, who has taken up the correspondence in regard to certain subjects under a vote of the Section appointing him deputy treasurer. The Section also voted to employ outside help for bookkeeping and thus relieve Miss Browne of this duty.

## STATEMENT OF ACCOUNTS JANUARY 1 TO DECEMBER 31, 1899.

Publications.	Copies sold in 1899.	Copies on hand Dec. 31, 1899.	Balances, Jan. 1, 1899, being excess of expenditures or receipts to date.		Operations, Jan. 1 to Dec. 31, 1899.		Balances, Dec. 31, 1899, being excess of expenditures or receipts to date.	
			Spent.	Received.	Expenses.	Receipts.	Spent.	Received.
A. L. A. Proceedings.....	6		.25			\$5.81		\$5.56
Books for boys and girls.....	299	831	\$25.50			12.03	\$13.47	
Fine arts bibliography.....	61	293	451.97			36.10	415.87	
French fiction.....	59	1,431		\$22.43	\$18.15	4.23		8.51
Books for girls and women.....	30	581			17.16	17.16		
Paper and ink.....	22 pts. 4	4,282 pts. 559	6.99			.34		
						*6.65		
Reading for the young.....	8	Orig. 32	498.79			80.21	418.58	
	10	suppl. 931						
	65	compl. 29		85.01	220.56	363.40		227.85
List of subject headings.....	287	351		88.84	154.00		242.84	
A. L. A. index, 2d edition.....				364.17	364.77		728.94	
Portrait index, prelim. ex.....					322.16	1,042.28		467.37
Current book cards.....	167,125				109.17	64.90		16.41
English history cards.....					348.87	1,551.26		438.37
Periodical cards.....	180,857	8,748			224.17	182.32		41.85
Misc. sets, 1-5.....	118 sets.	73 sets.			593.00	593.00		
Warner library cards.....	100,400				87.50	87.50		
Mass. pub. doc. cards.....	17,200							
Totals.....			\$1,436.51	\$887.64	\$4,195.80	\$4,046.19	\$1,861.55	\$1,164.07
General balance.....				548.87		149.61		697.48
			\$1,436.51	\$1,436.51	\$4,195.80	\$4,195.80	\$1,861.55	\$1,861.55

\* Balance charged to general expenses to close account.

Other Accounts.	Bal. Jan. 1, 1899.		Operations of 1899.		Bal. Dec. 31, 1899.	
	Dr.	Cr.	Dr.	Cr.	Dr.	Cr.
General expense and income account.....		\$1,896.19	\$6.68	\$70.97		\$1,960.48
Old members' accounts.....		53.93	4.68			49.25
Due George Iles.....		70.60	70.60			
Charges unpaid.....				69.41		69.41
Balance of cash.....	\$419.25		3,738.44	3,057.03	\$1,100.66	
Library Bureau account.....	30.10		1,641.74	2,126.84		455.00
Due on bills and subscriptions.....	1,022.50		2,203.34	2,489.84	736.00	
Totals.....	\$1,471.85	\$2,020.72			\$1,836.66	\$2,534.14
Balances.....	548.87				697.48	
	\$2,020.72	\$2,020.72			\$2,534.14	\$2,534.14

## REPORT OF COMMITTEE ON PUBLIC DOCUMENTS.

By R. R. BOWKER, *Chairman, Editor Library Journal.*

THE Committee on Public Documents has to report that a bill for the printing, binding, and distribution of public documents, amendatory of the law of 1895, and submitted by the Public Printer, as the result of the work of a committee from his department including the Superintendent of Documents, has been favorably acted upon by the Joint Committee on Printing. The amendatory act is printed in full in the *Library Journal* for February, as presented to the committee, and comes before the Senate in that shape, with the addition of an amendment including among designated depositories the Colleges of the Mechanic Arts and Agriculture established, one in each state, under acts of 1862 and 1890, and of one or two minor amendments. Senator Platt, of New York, the present chairman of the Printing Committee, gave courteous attention to the representative of the American Library Association, and a formal statement was filed with the committee, expressing the approval of the A. L. A. for the general principles of the measure, in accordance with the resolution passed at a previous conference. The bill was duly brought before the Senate, but not before the House. This committee regrets to report that the session closes without consideration and passage of the bill, and it can only reiterate the hope that this useful measure may become a law at the succeeding session.

Additional issues have been made of two out of the three kinds of catalogs provided for by the law of 1895. The "Monthly catalogue" has been continued, though somewhat delayed by the press of the great number of documents put forward by the present Congress, through March, 1900, with extension of its index on the cumulative method, to cover a six months' period, beginning with 1900. The "Document (consolidated) index" for the second session of the 55th Congress, Dec. 6, 1897, to July 8, 1898 (fourth in the series), at the time of the last report in the printers' hands, was issued in the autumn of 1899, and the volume for the first session of the 56th Congress, Dec. 4, 1899, to June 7, 1900, is in course of preparation. No issue of the "Document catalogue (comprehensive index)" has been

made during the year of this report, but that covering the second year of the 54th Congress, July 1, 1896, to June 30, 1897, was sent to the printer in October, 1899, and the revised proof was completed in April, so that publication may be expected shortly; and the like work, covering the first, second and third sessions of the 55th Congress, March 15, 1897, to March 3, 1899, is in preparation, these last to make one volume instead of a volume for each session—a change in method particularly acceptable in view of the belated appearance of this index. Substantial progress has been made in the Office of Superintendent of Documents on the revised check-list of Government publications, which will be of the greatest practical value when issued.

Improvement is to be noted in promptness on the part of the Government Printing Office and bindery in supplying Government publications. The full set of Congressional documents for the 54th Congress, excepting two volumes not ready for binding, and part of the set for the 55th Congress, have been distributed to the depositories, and it is expected that the set of the 55th Congress may be completely in the hands of the depositories by October next.

A bibliography of "Reports of explorations printed in the documents of the U. S. Government," prepared by Miss A. R. Hasse, was issued in the summer of 1899 from the office of the Superintendent of Documents; the bibliography of U. S. documents relating to interoceanic communication, prepared in the office of the Superintendent of Documents in 1899, has been reprinted as an appendix to the general "List of works and articles relating to interoceanic routes" by Mr. Hugh Morrison, of the Library of Congress; and the Department of Agriculture has begun the issue of printed cards for its current publications.

Of the bibliography of "State publications," long promised, part first, covering the New England states, was published in the autumn of 1899, and progress has been made toward the second part, covering the "central" and mid-west states. The Massachusetts Library Club has made an interesting departure in issuing, through the A. L. A. Publishing Section, a card

index to certain of the Massachusetts state documents. At a meeting of the National Association of State Librarians in Indianapolis, October, 1899, the program included several papers on state documents and bibliography, and a committee was appointed, with Mr. H. G. McClain, of the Supreme Court of Indiana, as chairman, to promote uniformity in the exchange of state publications and in the labelling of volumes.

A resolution is submitted in favor of the principle of the measure now before Congress, and asking the passage of the bill, but the committee emphasizes to librarians the importance of communicating directly with their senators and representatives, on proper occasion, by personal letters, urging them to promote the bill. The proper time for such communications is usually indicated in the *Library Journal*,

and individual letters sent from two or three hundred librarians over the country would be most effective in calling the attention of Congress to a measure apt to be overlooked because of the press of matters that command larger public attention:

"Resolved, That the American Library Association, in conference at Montreal, recognizes, with full appreciation, the favorable attention given to the public documents bill by Senator T. C. Platt, of New York, and Representative J. P. Heatwole, respectively chairmen of the Senate and House Committees on Printing, and of their colleagues on the Joint Committee; and that it urges upon members of the Senate and House of Representatives the importance of prompt passage of the measure taking further steps in providing for the better publication and distribution of Government documents, in which the law of 1895 has already effected important and desirable changes."

## REPORT ON GIFTS AND BEQUESTS, 1899-1900.

By GEORGE STOCKWELL, *Librarian Westfield (Mass.) Athenaeum.*

AS the report on gifts and bequests was omitted at the Atlanta conference, this report covers two years instead of one. In preparing the report it was found that the lists of gifts published in the library periodicals were not complete and considerable inquiry had to be made elsewhere. Several of the library commissioners and the library associations have aided me, with the result that some states are more fully reported than others. In the report for 1896, Miss Hewins suggests "the appointment of a librarian, or a library trustee, in every state who will be responsible for the news of that state, concerning gifts and bequests to libraries, and send all items collected during the year at least three months before the annual meeting of the A. L. A. to the person appointed by the executive committee to report upon them"—a suggestion which everyone who has prepared a report on this subject will heartily endorse.

458 separate gifts are reported since May, 1898, amounting to over \$10,500,000; of these about \$1,000,000 has been given in sums of less than \$10,000. 123 new buildings are reported, worth over \$4,500,000. The value of many of the buildings is not stated. It is impossible to make an accurate report on the number of volumes given during these two years. Nearly every library has books given it, but until some such plan as Miss Hewins suggests is adopted

it will be impossible to know the exact number. Princeton University has had a sum given it for re-classifying the library, and card catalogs have been given to Lancaster, Mass., and North Easton, Mass. The conditions attached to the gifts have been reasonable in nearly every case.

The report opens with a gift of \$4000, made to Prescott, Ariz., by Andrew Carnegie, it closes with a gift of a building worth \$50,000 to Cheyenne, Wyo., by Mr. Carnegie, and Mr. Carnegie's name occurs repeatedly throughout the report. During the two years he has aided 51 libraries to the amount of \$4,560,450, in the majority of cases the money to be used for a building. Mr. Carnegie generally makes it a condition that the city shall furnish the site, and guarantee an appropriation, in many cases naming the sum to be appropriated. His largest gifts during these two years have been made to Pittsburgh, Pa., Washington, D. C., Atlanta, Ga., and Homestead, Pa. One of his most important gifts was that made to Lincoln, Neb., after the destruction of their building by fire. Mr. Carnegie's total gifts to libraries amount to \$9,600,000, of which \$900,000 has been given to libraries outside the United States. At one time and another he has aided 87 libraries, of which 67 are in the United States, 17 in Scotland, two in England, and one in Ireland. The 64 libraries in the United States are located in 21 states.

STATE.	CITY OR TOWN.	NAME OF LIBRARY.	GIFT OR REQUEST.	SOURCE.	Amount in Money.	No. Vols. in Books and Pamphlets.	Building Valued at	CONDITIONS OR REMARKS.
Arizona	Prescott	Free Library	Gift.	Andrew Carnegie.	\$4,000			For building, provided \$4000 more is raised.
	Tucson	Carnegie Library	Gift.	Andrew Carnegie.			\$25,000	City must furnish site and appropriate \$2000 a year.
California	Alameda	Carnegie Library	Gift.	Andrew Carnegie.	10,000			Toward building fund.
	Bakersfield	Beale Memorial Library	Gift.	Truxton Beale.			7,570	Memorial to E. F. Beale.
	Oakland	Carnegie Library	Gift.	Andrew Carnegie.			50,000	City must furnish site and appropriate \$4000 a year.
	"	"	Gift.	W. J. Dingree.	1,000			Toward library site.
	"	"	Gift.	C. P. Huntington.	3,000			Toward library site.
	"	"	Gift.	Two subscribers.	1,000			Toward building fund.
	Pasadena	Public Library	Gift.	J. O. Adams.		800		Medical books.
	San Diego	Carnegie Library	Gift.	Andrew Carnegie.			50,000	City must furnish site and guarantee appropriation.
	San Francisco	Almahouse Library	Gift.	J. D. Phelan.			10,000	For library and recreation building.
Connecticut	Brantford	Blackstone Memorial Library	Gift.	T. B. Blackstone.	100,000			Second endowment to the library built by him.
	Danielsonville.	Public Library	Bequest.	E. H. Bugbee.	22,000	Not stated	15,000	Bequest of her husband made available by her death.
	Farrington	Wadsworth Athenaeum	Bequest.	Mrs. F. C. Wetmore.		48	15,000	John Gould's works on birds.
	Hartford	Public Library	Gift.	J. P. Morgan.				Memorial to E. C. Scranton.
	Killingly	Coe Library Association.	Gift.	E. H. Bugbee.				For books.
	Madison	Public Library	Gift.	Mary E. Scranton.	800			Volumes include valuable books of autographs. Income of money to be used for purchasing books.
	Middlefield	Coe Library Association.	Gift.	Women's clubs.	5,000			For books.
	Middletown.	Wealeyan University Library	Bequest.	A. S. Hunt.	30,000	7,300		Several hundred volumes German works.
	New Haven.	R. R. Y. M. C. A.	Gift.	Adams Express Co.	2,000	Not stated		Town furnishes site.
	"	Yale University Library	Gift.	A. L. Ripley.				Made available by death of Mrs. A. H. Colton.
	Newtown	Newton Library	Gift.	Rebecca D. Beach.				Toward building fund.
	Norwich	Otis Library	Bequest.	C. P. Huntington.	20,000			The \$25,000 is for endowment. Value of books will be \$15,000.
	Stafford Springs	Stafford Public Library	Bequest.	Aibey Hyde.	25,000			Congress must furnish site and guarantee appropriation.
	Stonington	Free Library	Gift.	E. M. Phelps and S. D. Babcock.	\$16,000	Not stated	\$55,000	A rare and perfect copy of John Smith's "Historie of Virginia" copies of same edition have sold for \$1800 and \$1900.
	Suffield	Kent Library	Gift.	S. A. Kent.	25,000			Collection of clippings, notes, etc., relating to Civil War.
	Torrington.	Public Library	Bequest.	Lauren Wetmore.	12,000		350,000	
District of Columbia	Waterbury.	Bronson Free Library	Gift.	Caroline Platt.	20,000			
	Washington.	Carnegie Library	Gift.	Andrew Carnegie.				
	"	Library of Congress.	Gift.	W. B. Franklin.				
	"	"	Gift.	O. J. Victor.				
Florida	Tampa.	Spanish Casino	Gift.	Christina, Queen of Spain		600		

STATE.	CITY OR TOWN.	NAME OF LIBRARY.	GIFT OR REQUEST.	SOURCE.	Amount in Money.	No. Vols. in Books and Pamphlets.	Building at Valued at	CONDITIONS OR REMARKS.
Georgia.	Atlanta.....	Carnegie Library.....	Gift.....	Andrew Carnegie.....	Not stated	.....	\$25,000	City must furnish site and appropriate \$5000 a year.
	Macon.....	S. B. Price Free Library.....	Gift.....	S. B. Price and others.....	Not stated	.....	.....	.....
	Belleville.....	Public Library.....	Gift.....	Not stated.....	\$500	.....	.....	.....
	Bloomington.....	Widder's Public Library.....	Gift.....	Not stated.....	.....	3,000	.....	.....
	Cairo.....	Free Public Library.....	Gift.....	Not stated.....	5,000	800	.....	.....
	Carthage.....	Public Library.....	Bequest.....	Willis Bernethy.....	1,000	.....	.....	.....
	Champaign.....	Public Library.....	Gift.....	Not stated.....	1,000	.....	.....	\$750 already given.
	Chicago.....	Art Institute of Chicago Library.....	Gift.....	F. G. Logan.....	.....	.....	35,000	.....
	".....	Chicago Theological Seminary.....	Gift.....	Not stated.....	150	.....	.....	.....
	".....	John Crerar Library.....	Gift.....	Not stated.....	4,800	.....	.....	.....
	".....	Lewis Institute.....	Gift.....	Not stated.....	200	.....	.....	.....
	".....	Northwestern University.....	Gift.....	Not stated.....	900	.....	.....	.....
	".....	Medical School Library.....	Gift.....	Not stated.....	600	.....	.....	.....
	".....	Quine Lib. Coll. P. & S. St. Charles Borromeo's Parish Library.....	Gift.....	Not stated.....	1,000	.....	.....	.....
Illinois.	Danville.....	Public Library.....	Gift.....	Not stated.....	6,500	.....	.....	For books.
	De Kalb.....	State Normal School Library.....	Gift.....	Not stated.....	10,000	.....	.....	For new books.
	Dixon.....	O. B. Dodge Library.....	Bequest.....	Tieron Cummins.....	15,000	.....	30,000	Also building site.
	East St. Louis.....	Public Library.....	Gift.....	O. B. Dodge.....	1,000	.....	.....	Cancelling \$1000 debt.
	Evansston.....	Free Public Library.....	Gift.....	C. F. Grey.....	20,000	.....	100,000	Library must furnish site.
	Geneseo.....	Public Library.....	Gift.....	Not stated.....	500	.....	.....	.....
	Hoopeston.....	Hoopeston Public Library.....	Gift.....	Not stated.....	.....	.....	.....	.....
	Jacksonville.....	Public Library.....	Gift.....	Mrs. David Prince.....	Not stated	.....	.....	Toward building fund, on condition that a building costing not less than \$20,000 be erected within three years.
	Kankakee.....	Public Library.....	Gift.....	Not stated.....	7,500	2,300	.....	.....
	Lake Forest.....	Lake Forest University Library.....	Gift.....	Mrs. Simon Reid.....	.....	.....	Not stated	.....
	Lincoln.....	Public Library.....	Gift.....	Not stated.....	2,118	.....	.....	2 lots.
	Loda.....	Public Library.....	Gift.....	Mrs. Smith and A. } Goodell.....	3,000	.....	.....	Endowment fund.
	Mattoon.....	Public Library.....	Gift.....	Not stated.....	1,000	.....	.....	.....
	Monticello.....	Alerton Public Library.....	Gift.....	Not stated.....	500	.....	.....	.....
	Moine.....	Public Library.....	Gift.....	Turnverein.....	1,000	.....	.....	German books.
	Monmouth.....	Public Library.....	Gift.....	Not stated.....	25,000	.....	.....	.....
	Naperville.....	Nichols Library.....	Gift.....	Not stated.....	900	.....	.....	.....
	Oak Park.....	Saville Institute.....	Gift.....	E. C. Bates.....	1,750.37	.....	.....	.....
	Princeton.....	Mason Public Library.....	Bequest.....	Not stated.....	95	.....	30,000	.....
	Quincy.....	Public Library.....	Gift.....	Not stated.....	547	.....	.....	.....
	Springfield.....	Farmers Institute Library.....	Gift.....	Not stated.....	124	.....	.....	.....
Indiana.	Spokane.....	Public Library.....	Gift.....	Not stated.....	70	.....	.....	.....
	Tuscarora.....	Public Library.....	Gift.....	Not stated.....	1,350	.....	.....	.....
	Waukegan.....	Public Library.....	Gift.....	Not stated.....	3,000	800	.....	.....
	Jeffersonville.....	Reformatory Library.....	Gift.....	E. E. Hale.....	.....	.....	.....	.....



Iowa.....	Muskele.....	Public Library.....	Gift.....	A. Case.....	\$900			\$10,000	A residence.
	".....	Workingmen's Institute Pub- lic Library.....	Gift.....	C. A. Spilker.....					For maintenance Toward building fund.
	Valparaiso.....	".....	Bequest.....	Edward Murphy.....	43,000				City must furnish site and guaran- tee appropriation.
	Anamosa.....	".....	Bequest.....	Mrs. Hubbard Hunt.....	10,000			10,000	City must furnish site and guaran- tee appropriation.
	Boone.....	Public Library.....	Gift.....	C. J. A. Ericson.....				50,000	City must raise \$5000 before July 1, '99. Accepted.
	Davenport.....	Carnegie Library.....	Gift.....	Andrew Carnegie.....				10,000	Also building site.
	Port Dodge.....	Free Public Library.....	Gift.....	Mrs. M. G. Haskell.....					City must furnish site and appro- priate \$5000 a year.
	".....	".....	Gift.....	Webb Vincent.....	1,000				Largely devoted to ornithology.
	Nevada.....	".....	Bequest.....	G. S. Ringland.....					In memory of J. B. Anderson.
	Ottumwa.....	Public Library.....	Bequest.....	R. J. Sullivan.....	3,000			30,000	City must furnish site and appro- priate \$5000 a year.
	".....	".....	Gift.....	P. G. Balingall.....	1,000			25,000	City must furnish site and appro- priate \$5000 a year.
	Webster City.....	Kendall Young Library.....	Gift.....	Andrew Carnegie.....				40,000	City must appropriate \$10,000 a year.
	Emporia.....	Carnegie Library.....	Gift.....	Charles Aldrich.....				155,000	Polytechnic society must give site, its library (50,000 vols.), and art works.
	Leavenworth.....	Carnegie Library.....	Gift.....	Andrew Carnegie.....					Not yet accepted.
	Covington.....	Carnegie Library.....	Gift.....	Andrew Carnegie.....				50,000	City must furnish site and appro- priate \$5000 a year.
	Louisville.....	Carnegie Library.....	Gift.....	Andrew Carnegie.....					Memorial to Simon Hernalheim.
	Newport.....	Carnegie Library.....	Gift.....	Andrew Carnegie.....					In trust to erect and endow library.
	New Orleans.....	Free and Public Library Tulane University, F. W. Til- ton Memorial Library.....	Gift.....	{ Family of Simon Hernalheim..... }	90,000			25,000	Memorial to Edwin Parsons.
	Alfred.....	".....	Gift.....	Mrs. F. W. Tilton.....	50,000				To be known as the Anna Williams Cutter fund. Interest only to be used.
	".....	".....	Gift.....	{ John Parsons and C. H. Powrie..... }					Books must be kept in separate al- cove.
	Augusta.....	Lithgow Library.....	Gift.....	J. L. Cutler.....	1,000				Library site.
	Belfast.....	Free Library.....	Bequest.....	G. W. Field.....	2,000				
	Bridgton.....	Public Library.....	Gift.....	Clara Fogg.....				Not less than	
	Brunswick.....	Bowdoin College Library.....	Gift.....	T. H. Hubbard.....				150,000	Also library site. Income to be used for books.
	Clinton.....	Brown Memorial Library.....	Gift.....	W. W. Brown.....	5,000			25,000	Income to be used.
	Dexter.....	Abbott Memorial Library.....	Bequest.....	G. A. Abbott.....	6,000				Also \$500 annually for books, and promises to leave a legacy of \$10,000.
	Dover.....	Thompson Free Library.....	Gift.....	E. A. Thompson.....				5,000	
	Fairfield.....	Book Club.....	Gift.....	E. J. Lawrence.....				8,000	
	Hallowell.....	Hubbard Library.....	Bequest.....	Mrs. E. C. Lowell.....					
	Houlton.....	Public Library.....	Bequest.....	George Cary.....	15,000				Will probably be devoted to new building.
	Kennebunk.....	Free Library Association.....	Bequest.....	Andrew Walther.....	10,000				
	Lewiston.....	Bates College Library.....	Gift.....	Joseph Curran.....	20,000				Toward building fund.

State.	City or Town.	Name of Library.	Gift or Bequest.	Source.	Amount in Money.	No. Vols. in Pamphlets.	Building Valued at	Conditions or Remarks.
Maine.....	Lewiston.....	Bates College Library.....	Gift.....	Various individuals.....	\$30,000.....	.....	\$20,000.....	Toward building fund.
Maryland.....	Monmouth.....	.....	Gift.....	C. M. Cumston.....	.....	.....	{ Not	To include town hall and opera house.
	Baltimore .....	Enoch Pratt Free Library..	Gift.....	Robert Poole.....	.....	.....	stated	For Woodbury branch, including site.
Massachusetts..	Hagerstown..	.....	Gift.....	B. P. Newcomer.....	50,000.....	.....	.....	A \$20,000 building must be erected and city must appropriate \$2500 a year
	Amesbury .....	Public Library.....	Bequest.....	Mary A. Barnard.....	27,600.....	.....	.....	\$10,000 outright; income for books and expenses \$1,500 as residuary legatee.
	".....	".....	Bequest.....	L. E. Fowler.....	5,000.....	.....	.....	Available 1900.
	".....	".....	Bequest.....	Hannah C. Hubbard.....	3,000.....	.....	.....	Made available by death of Mrs. Caroline A. Billings.
	Sarre .....	Free Public Library.....	Bequest.....	L. F. Billings.....	50,000.....	.....	.....	Not stated.
	".....	".....	Gift.....	Henry Wood.....	.....	.....	.....	For books.
	Becket .....	Becket Athenaeum.....	Gift.....	N. W. Harris.....	65.....	.....	.....	For books on American history and literature in the Beverly Farms Branch.
	Beverly.....	Public Library.....	Gift.....	J. W. Wheelwright.....	300.....	.....	.....	Statistical matter in the library must be kept together and collection open to members of the Association.
	Boston .....	Boston Public Library.....	Gift.....	{ American Statistic- al Association.....	.....	5,000.....	.....	For books in Galata collection.
	".....	".....	Bequest.....	C. D. Bradlee.....	1,000.....	.....	.....	For books on landscape gardening.
".....	".....	".....	Gift.....	Andrew Carnegie.....	200.....	.....	.....	Collection of letters and papers belonging to Garrison.
	".....	".....	Gift.....	{ Friends of H. S. Caldwell.....	2,550.41.....	.....	.....	Collection of manuscripts.
	".....	".....	Bequest.....	D. S. Ford.....	6,000.....	.....	.....	Valuable collection of John Brown's letters.
	".....	".....	Gift.....	{ Children of W. L. Garrison.....	.....	.....	.....	Collection of Stevensiana.
	".....	".....	Gift.....	Mrs. Rufus Griswold.....	.....	.....	.....	For military and patriotic books.
	".....	".....	Gift.....	T. W. Higginson.....	.....	.....	.....	Best of Wendell Phillips.
	".....	".....	Gift.....	Mrs. R. L. Stevenson { 10th regiment asso- ciation, M. V. I. Wendell Phillips memorial associa- tion.....	5,000.....	.....	.....	Valuable books and manuscripts.
	".....	Mass. Historical Society.....	Bequest.....	Justin Winsor.....	.....	300.....	.....	50 acres of woodland.
	Boylston.....	Boylston Public Library.....	Gift.....	Mrs. Justin Winsor.....	.....	3,000.....	.....	Caleb Stetson fund; for books.
	Bridgewater.....	Thayer Public Library.....	Bequest.....	Pamela W. Sanderson.....	2,500.....	.....	.....	.....
	".....	Public Library.....	Gift.....	A. W. Stetson.....	50.....	.....	.....	.....
	".....	".....	Gift.....	Mrs. Hannah Bates.....	1,000.....	.....	.....	.....
	".....	".....	Bequest.....	L. G. Lowe.....	25,000.....	.....	.....	.....
	Brookline.....	Brookline Public Library.....	Bequest.....	J. L. Gardner.....	.....	12,000.....	.....	Books on Crusades.
	Cambridge.....	Harvard College Library ..	Gift.....	{ Archibald Coolidge and father.....	.....	.....	.....	Kenneth Matherson Taylor fund
	".....	".....	Gift.....	Mrs. F. T. Phillips.....	50,000.....	.....	.....	Income to be used for books on Eng- lish literature.
	Canton .....	Public Library.....	Bequest.....	Caroline T. Downes.....	2,000.....	.....	.....	Valuable collection of paintings and works of art.
	Concord.....	Public Library.....	Gift.....	Rose S. Whiting.....	.....	.....	.....	.....

Conway	Free Public Library	Gift	Marshall Field	Not stated	Not stated
Cumington	Bryant Free Library	Bequest	G. O. Bartlett	Not stated	Remainder of his estate not required for his widow's support to be used for books on spiritualism.
East Bridgewater	Public Library	Bequest	J. W. Kennan	500	For books.
"	"	Gift	Washington Osborne	100	Ferry fund; also 100 shares of bank stock.
Rashampton	Library Association	Bequest	L. L. Perry	800	
Enfield	Enfield Library	Gift	Not stated	500	For books and stacks.
Falmouth	West Falmouth Library	Gift	Not stated	700	A library building including furniture, catalogs, etc., worth in all about \$25,000.
Fitchburg	Public Library	Gift	Rodney Wallace	10,000	McLellan collection; for books.
Gloucester	Free City Library	Gift	Rev. J. J. Healy	5,000	Toward building fund on condition that \$5,000 more was raised.
Grafton	Public Library	Bequest	A. D. McLellan	1,500	
Granville	Library Association	Gift	M. B. Whitney	5,000	
"	"	Gift	Various individuals	6,300	
Great Barrington	Free Library	Gift	John Curtis	50	
Haverhill	Free Library	Gift	C. S. Marsh	4,000	
Holyoke	Public Town Library	Bequest	S. F. Stone	Not stated	Residuary legatee.
"	Public Library	Bequest	N. E. Noyes	10,000	Toward building fund.
"	Public Library	Gift	J. H. Appleton	1,000	Toward building fund.
"	"	Bequest	Alexander Day	5,000	Toward building fund.
"	"	Gift	Farr Alonzo Co.	100	Building site.
"	"	Gift	Holyoke Water Power Co.	10,000	Toward building fund.
"	"	Gift	P. Morgan	10,000	Toward building fund.
"	"	Gift	William Shapner	10,000	Toward building fund.
"	"	Gift	William Whiting	10,000	Toward building fund.
"	"	Gift	Various individuals of Holyoke and Springfield	66,000	Toward building fund.
Hopdale	Bancroft Memorial Library	Gift	I. B. Bancroft	20,000	Memorial to his wife. Includes site and furnishings.
Hubbardston	"	Gift	W. F. Draper	500	For technical books.
Hyde Park	Public Library	Bequest	J. G. Clark	500	For recataloging.
Lancaster	Town Library	Gift	Not stated	1,000	
Lancaster	Public Library	Gift	J. E. Thayer	100	
Lancaster	Public Library	Gift	Unknown	100	
Lyonsfield Center	Lyonsfield Public Library	Bequest	G. L. Hawkes	1,000	For technical books.
Middleboro	Public Library	Bequest	Enoch Pratt	2,000	500 printed catalogs of the library and reshelving building.
Milford	Town Library	Gift	W. F. Draper	500	Income for books.
Monterey	Public Library	Gift	Friends	Not stated	To enlarge reading room.
Newburyport	Public Library	Bequest	S. W. Marston	5,000	Card catalog for its 14,500 volumes.
"	"	Gift	J. R. Spring	10,000	
"	"	Gift	W. C. Todd	5,000	
North Adams	Public Library	Bequest	Mrs. A. E. Babbitt	500	
Northboro	Ames Free Library	Gift	Mary S. Ames	Not stated	
Northboro	Free Library	Bequest	Not stated	100	
Northfield	Dickinson Memorial Library	Gift	E. M. Dickinson	Not stated	
Petersham	Memorial Library	Bequest	Not stated	100	
Salem	Public Library	Bequest	W. A. Dickson	10,000	Also one-fifth of residuary estate.
Sandwich	Free Public Library	Bequest	Not stated	500	
Saugus	Free Public Library	Gift	Riverside club	Not stated	
Shutesbury	Public Library	Bequest	M. N. Spear	1,500	
South Weymouth	Public Library	Bequest	J. S. Fogg	5,000	
Springfield	City Library Association	Gift	J. H. Appleton	30,000	Toward building fund.
"	"	Gift	Mrs. E. W. Bond	8,300	In real estate.

STATE.	CITY OR TOWN.	NAME OF LIBRARY.	GIFT OR BEQUEST.	SOURCE.	Amount in Money.	No. Vols. in Books and Pamphlets.	Building at Valued at	CONDITIONS OR REMARKS.
Massachusetts.	Springfield.....	City Library Association: Catherine L. Howard Library of Science.....	Gift.....	Howard school pupils	\$4,000			\$1500 for immediate purchase of books and \$3500 endowment.
	"	City Library Association.....	Bequest..	C. S. Marsh.....	5,000			His private library; also conditionally to City Library Association, Harvard University, and Williams College, his residuary estate in equal parts.
	"	"	Bequest..	D. A. Wells.....				
	Stockbridge.....	Library Association.....	Bequest	Not stated.	1,000			
	Sunderland.....	Sunderland Library.....	Gift.....	Various sources	2,600			
	Upton.....	Town Library.....	Gift.....	Winthorp			\$9,000	
	Uxbridge.....	Free Public Library.....	Bequest	E. F. Knowlton	40,000			For a public library.
	Wakfield.....	Bees-Town Library.....	Gift.....	E. C. Thayer			40,000	
	Watertown.....	Free Public Library.....	Gift.....	Franklin Poole	500			
	Wayland.....	Free Public Library.....	Bequest	H. H. Hunnewell				Addition to library building.
	West Newbury.....	Free Public Library.....	Gift.....	W. G. Robey	3,000		25,000	Also building site.
	Westboro.....	Free Public Library.....	Bequest	Not stated.	500			Toward building fund.
	Westfield.....	Westfield Athenaeum.....	Gift.....	James Durgin	5,000			Bates fund; to be used for books of history, poetry, literature, and historic fiction.
	"	"	Bequest	Fanny B. Bates	1,000			
	"	"	Bequest	Addison Rand	5,000		about	In residence and site.
	Westminster ..	Town Library.....	Gift.....	Westfield Academy.....			35,000	
	"	"	Bequest	Mary A. Farnsworth.	595			
	Weymouth.....	Tufts' Library.....	Bequest	C. A. Forbush	500			
	Wilmington.....	Williams College Library.....	Gift.....	J. W. Forbush	750			Memorial to his mother; income for books.
	Winthrop.....	Frost Public Library.....	Gift.....	A. W. Stetson.	2,500			For a public library.
Michigan	"	"	Gift.....	Henry Cutler	2,000			W. Wheeler fund.
	Woburn.....	Public Library.....	Gift.....	Not stated	600			For decorating one of the vestibules.
	Worcester.....	Clark University.....	Gift.....	O. E. Lewis	100			For fireplaces.
	Yarmouth.....	Library Association.....	Bequest	Winthrop lodge of	300			For decorating one of the vestibules.
	Ann Arbor.....	University of Michigan Library.....	Gift.....	Masons				
	Battle Creek.....	Benton Harbor.....	Bequest	Mrs. C. R. Griffith	150,000	9,000		For building and fund.
	Benton Harbor.....	City Library.....	Bequest	J. G. Clark	4,000			John Simpkins fund.
	Hilledale.....	City Library.....	Bequest	Sisters of John Simpkins				
	Ironwood.....	Peter White Public Library.....	Gift.....	E. L. Walter				Private library and collection of Dante manuscripts.
	Marquette.....	City Library.....	Bequest	Charles Willard	7,000		40,000	
	Menominee.....	Stout Library (Ladies' Library Association).....	Bequest	Melissa E. Terry	2,000			Money for remodeling residence, which is to be used for library and city offices.
	Pontiac.....	Stout Library (Ladies' Library Association).....	Bequest	C. T. Mitchell	10,000		Not stated	Town must provide site and guarantee appropriation.
	"	"	Bequest	Andrew Carnegie	5,000		12,000	For addition to building.
	"	"	Bequest	Winthorp				
	"	"	Bequest	S. M. Stephenson			25,000	
	"	"	Bequest	B. G. Stout			Not stated	

Minnesota.....	Duluth.....	Carnegie Library.....	Gift.....	Andrew Carnegie.....	.....	.....	50,000	City must furnish site, and guarantee appropriation. For library building \$10,000; payment of old debt \$5000 and endowments \$5000; city must appropriate \$5000.
	Owatonna.....	Public Library.....	Bequest.....	Mrs. E. C. Hunnewell.....	.....	50,000	.....	Town must appropriate \$1000 for books within six months. Offered, May, 1900.
	Sleepy Eye.....	Prairie Tree Library.....	Gift.....	F. H. Dyckman.....	.....	.....	Not stated	City must furnish site and appropriate \$5000 a year.
Missouri.....	Chillicothe.....	Carnegie Library.....	Gift.....	Andrew Carnegie.....	.....	.....	5,000	City must furnish site and appropriate \$5000 a year.
	Sedalia.....	Carnegie Library.....	Gift.....	Andrew Carnegie.....	.....	.....	50,000	City must furnish site and appropriate \$5000 a year.
Montana.....	Billings.....	Parody Billings Memorial Library.....	Gift.....	{ Mrs. Frederick Billings and Frederick Billings, Jr. }	.....	.....	7,500 to 10,000	Will contain gymnasium, and town must guarantee appropriation.
	Falls City.....	City Library.....	Bequest.....	Mrs. L. A. B. Woods.....	.....	10,000	.....	To establish a library.
	Lincoln.....	City Library.....	Gift.....	Andrew Carnegie.....	.....	.....	75,000	To rebuild burned building. City must furnish site and guarantee appropriation.
	".....	".....	Gift.....	Various individuals.....	.....	9,500	.....	For building site. Site cost \$7500; balance to be used for books.
New Hampshire.....	York.....	Public Library.....	Bequest.....	Mrs. L. A. B. Woods.....	.....	5,000	.....	Minnie Day Jackson fund; income to be used for papers and magazines in reading-room, on condition it be kept open two evenings a week.
	Acworth.....	Silaby Free Public Library.....	Bequest.....	J. H. Dickey.....	.....	300	.....	For books.
	Bristol.....	Public Library.....	Gift.....	C. L. Jackson.....	.....	1,500	.....	.....
	Candia.....	Smyth Library.....	Bequest.....	Frederick Smyth.....	.....	5,000	Not stated	.....
	Concord.....	St. Paul's School.....	Gift.....	Not stated.....	.....	25	.....	.....
	Conway.....	Conway Village Library.....	Gift.....	Conway Woman's Club.....	.....	50	.....	.....
	".....	".....	Gift.....	W. W. Eastman.....	.....	100	.....	.....
	".....	".....	Gift.....	Mrs. B. F. Sturtevant.....	.....	25	.....	.....
	Dover.....	Public Library.....	Bequest.....	J. H. Thom.....	.....	5,000	.....	.....
	Dublin.....	H. P. Farham Memorial Library.....	Gift.....	Mrs. E. H. Jacques.....	.....	.....	.....	.....
	Durham.....	Public Library.....	Gift.....	Mrs. H. P. Farham.....	.....	.....	30,000	.....
	Exeter.....	Phillip's Exeter Academy Library.....	Gift.....	Hamilton Smith.....	.....	.....	.....	Napoleonic literature; library must erect fireproof building.
	".....	Public Library.....	Gift.....	E. P. Rice.....	.....	6,000	.....	Harriet M. Merrill fund.
	Farmington.....	Public Library.....	Gift.....	A. S. Merrill.....	.....	3,000	.....	.....
	Greenland.....	Weeks Library.....	Gift.....	Mrs. E. F. Eastman.....	.....	100	Not stated	.....
	Hampton Falls.....	Public Library.....	Gift.....	Mrs. C. A. Weeks.....	.....	.....	.....	.....
	Hanover.....	Dartmouth College Library.....	Bequest.....	J. T. Brown.....	.....	135	.....	.....
	".....	Town Library.....	Gift.....	Mrs. Susan Brown.....	.....	10,000	.....	Memorial to Mr. and Mrs. B. D. Howe and son.
	Haverhill.....	Woodville Free Library.....	Gift.....	Emily H. Rowe.....	.....	300	15,000	A residence for library, lecture-hall, and museum.
	Keene.....	Public Library.....	Gift.....	Ira Whitaker.....	.....	.....	50,000	For books.
	".....	".....	Gift.....	E. C. Thayer.....	.....	5,000	.....	Income only to be used; also furnished reading-room with papers and magazines, and gave a paid insurance policy for five years.
	Kingston.....	Nichols Memorial Library.....	Gift.....	{ Mrs. E. C. Thayer and Miss Chapin }	.....	1,000	300	.....
	Libon.....	.....	Gift.....	J. H. Nichols.....	.....	.....	.....	.....
	Litchfield.....	Public Library.....	Gift.....	Not stated.....	.....	25	Not stated	.....
	Manchester.....	City Library.....	Bequest.....	Ladies' Social Circle.....	.....	5,000	Not stated	.....
	Marlborough.....	Frost Free Library.....	Bequest.....	Moody Currier.....	.....	1,000	.....	.....
	".....	".....	Bequest.....	A. P. Frost.....	.....	.....	.....	.....

STATE.	CITY OR TOWN.	NAME OF LIBRARY.	GIFT OR BEQUEST.	SOURCE.	Amount in Money.	No. Vols. in Pamphlets.	Building Valued at	CONDITIONS OR REMARKS.
Massachusetts.	Springfield.....	City Library Association; Catherine L. Howard Library of Science.....	Gift.....	Howard school pupils.	\$4,000			{ \$1500 for immediate purchase of books and \$3500 endowment.
	"	City Library Association.....	Bequest.....	C. S. Marsh.....	5,000			{ His private library; also conditionally to City Library Association, Harvard University, and Williams College, his residuary estate in equal parts.
	"	"	Bequest.....	D. A. Wells.....				
	Stockbridge.....	Library Association.....	Bequest.....	Not stated.....	1,000			
	Sunderland.....	Sunderland Library.....	Gift.....	Various sources.....	2,600			
	Upton.....	Town Library.....	Bequest.....	E. F. Knowlton.....			\$6,000	For a public library.
	Uxbridge.....	Free Public Library.....	Gift.....	E. C. Thayer.....			40,000	
	Warefield.....	Beebe Town Library.....	Gift.....	Franklin Poole.....	500		50,000	
	Watertown.....	Free Public Library.....	Gift.....	A. H. Hunnewell.....				Addition to library building.
	Wayland.....	Free Public Library.....	Bequest.....	W. G. Roby.....			\$5,000	
	West Newbury.....	Public Library.....	Gift.....	Not stated.....	3,000			Also building site.
	Westboro.....	Free Public Library.....	Bequest.....	James Durgin.....	500			Toward building fund.
	Westfield.....	Westfield Athenaeum.....	Bequest.....	C. S. Henry.....	5,000			{ Bates fund; to be used for books of history, poetry, literature, and historic fiction.
	"	"	Bequest.....	Fanny B. Bates.....	1,000			
	"	"	Bequest.....	Addison Rand.....	5,000		about	In residence and site.
	Westminster.....	Town Library.....	Gift.....	Westfield Academy.....			35,000	
	"	"	Bequest.....	Mary A. Farnsworth.....	355			
	"	"	Bequest.....	C. A. Forbush.....	500			
	"	"	Bequest.....	J. W. Forbush.....	750			
	Weymouth.....	Tuft's Library.....	Gift.....	A. W. Stetson.....	2,500			Memorial to his mother; income for books.
	Wilbraham.....	Williams College Library.....	Bequest.....	Henry Cutler.....	5,000			For a public library.
	Williamstown.....	Free Public Library.....	Gift.....	Not stated.....	5,000			For a Wheeler fund.
	Winthrop.....	"	Gift.....	O. A. Lewis.....	600			For decorating one of the vestibules.
	"	"	Gift.....	H. A. Root.....	100			For fireplaces.
	"	"	Gift.....	{ Winthrop lodge of { { Masons.....	300			For decorating one of the vestibules.
	Woburn.....	Public Library.....	Gift.....	Mrs. P. R. Griffith.....		2,000		For building and fund.
	Worcester.....	Clark University.....	Bequest.....	J. G. Clark.....	150,000			John Simpkins fund.
	Yarmouth.....	Library Association.....	Gift.....	{ Sisters of John { { Simpkins.....	5,000			
Michigan.....	Ann Arbor.....	University of Michigan Library.....	Bequest.....	E. L. Walter.....		{ Not stated		{ Private library and collection of Dante manuscripts.
	Battle Creek.....	"	Bequest.....	Charles Willard.....			40,000	
	Benton Harbor.....	"	Bequest.....	Melissa E. Terry.....	7,000			
	Hilldale.....	City Library.....	Bequest.....	C. T. Mitchell.....	{ 1,000 or 10,000		{ Not stated.	{ Money for remodelling residence, which is to be used for library and city offices.
	Ironwood.....	"	Gift.....	Andrew Carnegie.....			12,000	{ Town must provide site and guarantee appropriation.
	Marquette.....	Peter White Public Library.....	Gift.....	Withheld.....	5,000			For addition to building.
	Menominee.....	City Library.....	Gift.....	S. M. Stephenson.....			25,000	
	Pontiac.....	Stout Library (Ladies' Library Association).....	Bequest.....	B. G. Stout.....			{ Not stated.	

Minnesota.....	Duluth.....	Carnegie Library.....	Gift.....	Andrew Carnegie.....	.....	.....	.....	50,000	City must furnish site, and guarantee appropriation. For library building \$10,000; payment of old debt \$500 and endowment \$5,000; city must appropriate \$500.
Owatonna.....	Owatonna.....	Public Library.....	Bequest.....	Mrs. E. C. Hunnewell.....	.....	30,000	.....	Not stated.	Town must appropriate \$500 for books within six months. Offered, May 1900.
Sleepy Eye.....	Sleepy Eye.....	Prairie Tree Library.....	Gift.....	F. H. Dyckman.....	.....	.....	.....	Not stated.	City must furnish site and appropriate \$300 a year.
Chillicothe.....	Chillicothe.....	Carnegie Library.....	Gift.....	Andrew Carnegie.....	.....	.....	.....	25,000	City must furnish site and appropriate \$400 a year.
Sedalia.....	Sedalia.....	Carnegie Library.....	Gift.....	Andrew Carnegie.....	.....	.....	.....	50,000	Will contain gymnasium, and town must guarantee appropriation.
Billings.....	Billings.....	Parmy Billings Memorial Library.....	Gift.....	{ Mrs. Frederick Billings and Frederick Billings, Jr. }	.....	.....	.....	7,500 to 30,000	To establish a library.
Falls City.....	Falls City.....	.....	Bequest.....	Mrs. L. A. B. Woods.....	.....	30,000	.....	.....	To rebuild burned building. City must furnish site and guarantee appropriation.
Lincoln.....	Lincoln.....	City Library.....	Gift.....	Andrew Carnegie.....	.....	.....	.....	75,000	For building site. Site cost \$750; balance to be used for books.
".....	".....	".....	Gift.....	Various individuals.....	.....	9,500	.....	.....	Minnie Day Jackson fund; income to be used for papers and magazines in reading-room, on condition it be kept open two evenings a week.
York.....	York.....	Public Library.....	Bequest.....	Mrs. L. A. B. Woods.....	.....	2,000	.....	8,000	.....
Acworth.....	Acworth.....	Slaby Free Public Library.....	Bequest.....	J. H. Dickey.....	.....	500	.....	.....	.....
Bristol.....	Bristol.....	Public Library.....	Gift.....	C. L. Jackson.....	.....	2,500	.....	.....	.....
Candia.....	Candia.....	Smyth Library.....	Bequest.....	Frederick Smyth.....	.....	5,000	.....	Not stated.	.....
Concord.....	Concord.....	St. Paul's School.....	Gift.....	Not stated.....	.....	.....	.....	.....	.....
Conway.....	Conway.....	Conway Village Library.....	Gift.....	Conway Woman's Club.....	.....	25	.....	.....	.....
".....	".....	".....	Gift.....	W. W. Eastman.....	.....	50	.....	.....	.....
".....	".....	".....	Gift.....	Mrs. B. F. Sturtevant.....	.....	100	.....	.....	.....
Dover.....	Dover.....	".....	Gift.....	J. H. Thore.....	.....	25	.....	.....	.....
Dublin.....	Dublin.....	Public Library.....	Bequest.....	Mrs. E. H. Jaques.....	.....	2,000	.....	.....	.....
".....	".....	H. P. Farnham Memorial Library.....	Gift.....	Mrs. H. P. Farnham.....	.....	.....	.....	20,000	.....
Durham.....	Durham.....	Public Library.....	Gift.....	Hamilton Smith.....	.....	200	.....	.....	.....
Exeter.....	Exeter.....	Phillip's Exeter Academy Library.....	Gift.....	.....	.....	.....	.....	.....	.....
".....	".....	Public Library.....	Gift.....	E. P. Rice.....	.....	3,000	.....	6,000	Napoleonic literature; library must erect fireproof building.
Farmington.....	Farmington.....	Public Library.....	Gift.....	A. S. Merrill.....	.....	200	.....	.....	Harriet M. Merrill fund.
Greenland.....	Greenland.....	West's Library.....	Gift.....	Mrs. E. F. Eastman.....	.....	.....	.....	Not stated.	.....
Hampton Falls.....	Hampton Falls.....	Public Library.....	Gift.....	Mrs. C. A. Weeks.....	.....	135	.....	.....	.....
Hanover.....	Hanover.....	Dartmouth College Library.....	Bequest.....	J. T. Brown.....	.....	10,000	.....	.....	Memorial to Mr. and Mrs. B. D. Howe and son.
".....	".....	Town Library.....	Gift.....	Mrs. Susan Brown.....	.....	.....	.....	15,000	A residence for library, lecture-hall, and museum.
Haverhill.....	Haverhill.....	Woodville Free Library.....	Gift.....	Emily H. Rowe.....	.....	500	.....	.....	For books.
Keene.....	Keene.....	Public Library.....	Gift.....	Ira Whitcher.....	.....	.....	.....	50,000	Income only to be used; also furnished reading-room with papers and magazines, and gave a paid insurance policy for five years.
".....	".....	".....	Gift.....	E. C. Thayer.....	.....	5,000	.....	.....	.....
".....	".....	".....	Gift.....	{ Mrs. E. C. Thayer and Miss Chapin, }	.....	1,000	.....	300	.....
Kingston.....	Kingston.....	Nichols Memorial Library.....	Gift.....	J. H. Nichols.....	.....	.....	.....	Not stated.	.....
Labon.....	Labon.....	.....	Gift.....	Not stated.....	.....	.....	.....	Not stated.	.....
Litchfield.....	Litchfield.....	Public Library.....	Gift.....	Ladies' Social Circle.....	.....	25	.....	.....	.....
Manchester.....	Manchester.....	City Library.....	Bequest.....	Moody Currier.....	.....	5,500	.....	Not stated.	.....
Marborough.....	Marborough.....	Front Free Library.....	Bequest.....	A. P. Frost.....	.....	1,000	.....	.....	.....

STATE.	CITY OR TOWN.	NAME OF LIBRARY.	GIFT OR REQUEST.	SOURCE.	Amount in Money.	No. Vols. in Books and Pamphlets.	Building at Valued at	CONDITIONS OR REMARKS.
N. Hampshire.	Meredith.....	B. M. Smith Memorial Library	Gift.....	B. M. Smith.....			\$10,000	Town must purchase a given site.
	"	B. M. Smith Memorial Library	Bequest.....	Chase Wiggins.....	\$300			
	New London.....	Public Library.....	Gift.....	Mrs. Jane A. Tracy.....	25			On condition that legislature changed name of town from South Newmarket to Newfields.
	Newfields.....	Free Public Library.....	Bequest.....	{ Mrs. Josephine } { Broadhead..... }	10,000	{ Not stated }		
	Plaistow.....	Public Library.....	Gift.....	A. G. Pollard.....	100	477		
	Portsmouth.....	Public Library.....	Gift.....	Mrs. A. G. Eddy.....				
	"	"	Bequest.....	{ Charlotte and Eliza } { Haven..... }	6,000	600		
	"	"	Gift.....	Mary D. Parker.....	500	371		
	"	"	Gift.....	Mrs. David Stewart.....	400			
	"	"	Gift.....	G. F. Towle.....	1,500			Chiefly military science.
	Rindge.....	Ingalls Memorial Library.....	Gift.....	Various sources.....	7,000			
	"	"	Gift.....	Mrs. E. Ware.....	1,000			For books.
	Rochester.....	Public Library.....	Gift.....	Mary L. Ware.....	1,000			
	"	"	Bequest.....	Jennie I. Farrington.....				
	Wakefield.....	Free Library.....	Gift.....	J. W. Sanborn.....	108		{ Not stated }	
	Windham.....	Nesmith Library.....	Gift.....	G. W. Armstrong.....			{ Not stated }	
	East Orange.....	Carnegie Library.....	Gift.....	Andrew Carnegie.....			50,000	{ City must furnish site and appropriate \$5,000 a year. }
	Elizabeth.....	Public Library.....	Gift.....	C. N. Fowler.....			100,000	{ Also site worth \$20,000. }
	Hackensack.....	Hackensack Library Association.....	Gift.....	W. M. Johnson.....			{ 30,000 } { -40,000 }	
	Madison.....	"	Gift.....	D. W. James.....			50,000	{ Also land worth \$75,000; income of which is to support library. }
	Orange.....	Free Library.....	Gift.....	{ Dr. and Mrs. J. W. } { Stickler..... }			50,000	{ Memorial to son; library must furnish site. }
	Passaic.....	Free Public Library.....	Gift.....	Withheld.....	2,000			
	Paterson.....	Free Public Library.....	Gift.....	Mrs. M. E. Ryle.....	15,000			
New Jersey.....	Princeton.....	Princeton University Library	Gift.....	G. A. Armour.....	10,000			For addition to building. { For classical section of new building, \$2500 outright, and \$2500 annually for three years. }
	"	"	Gift.....	J. L. Cadwalader.....	5,000			
	"	"	Gift.....	Class of 1878.....	3,385			For memorial library.
	"	"	Gift.....	Class of 1882.....	1,850			For memorial library.
	"	"	Gift.....	Class of 1888.....	3,500			For memorial library.
	"	"	Gift.....	Class of 1889.....	5,671			For memorial library.
	"	"	Gift.....	Class of 1890.....	1,000			For memorial library.
	"	"	Gift.....	Various friends.....	1,000			For historical seminar.
	"	"	Gift.....	Various friends.....	1,175			Art seminar.
	"	"	Gift.....	Various friends.....	3,500			For mathematical seminar.
	"	"	Gift.....	Various friends.....	6,000			For reclassifying.
	Alexandria Bay.....	Holland Library.....	Gift.....	Various individuals.....			4,634	For building and fund.
	Albion.....	Swan Public Library.....	Bequest.....	W. G. Swan.....	35,000		{ Not stated }	In memory of J. D. Steele.
	Almira.....	Steele Memorial Library.....	Gift.....	Mrs. E. B. Steele.....		5,000		



Auburn ..	Seymour Library.....	Gift.....	W. E. Case .....	2,000 .....	{ Not stated. }	{ Money in railway stock; to be known as Case library for electricity and chemistry, and kept in separate alcove. Building memorial to his father. Including library furniture worth \$100,000. ....
Brooklyn.....	Brooklyn Library.....	Gift.....	J. A. H. Bell.....	30,425 .....		
" .....	" .....	Bequest .....	Edwin Baker .....	1,000 .....		
" .....	" .....	Bequest .....	S. B. Duryea.....	Set. 3,000 and 4,000 .....		
" .....	" .....	Gift.....	Not stated.....	2,000 .....		
" .....	Medical Society of the County of Kings .....	Gift .....	Not stated.....	9,000 .....		For books, Dr. John Lloyd Zabriskie memorial trust fund. Memorial to Wilhelm D. C. Dol- man for books on music. ....
Boston.....	Y. W. C. A. Library .....	Gift.....	Not stated.....	50 .....		
Gouverneur.....	Free Library.....	Gift.....	Adeline M. Noble.....	300 .....		
Grahamsville.....	Reading-room Association .....	Gift.....	Nevins Aldrich.....	300 .....	5,000 .....	
Huntington.....	Daniel Pierce Library.....	Gift.....	Daniel Pierce.....	300 .....		
Marathon.....	Library Association .....	Bequest .....	S. C. Samuels.....	1,000 .....		For books.
Mexico.....	Peck Memorial Library.....	Gift.....	J. S. Wells.....	115 .....		For books.
New York.....	Mexico Academy Library.....	Bequest .....	Lacy N. Curtiss.....	1,000 .....		
" .....	American Geographical So- ciety Library.....	Gift .....	Not stated.....		27,450 .....	
" .....	American Museum of Natural History Library.....	Gift.....	Heim of Jules Marcom.....		13,000 .....	3,000 geology and paleontology; 1,000 scientific papers, also large col- lection of maps. ....
" .....	American Society of Civil Engineers' Library .....	Bequest .....	Herbert Steward .....	2,000 .....		
" .....	Columbia University Library .....	Gift.....	Seth Low.....	100,000 .....		To pay excess beyond his original gift of \$1,000,000 for a library build- ing. ....
" .....	" .....	Gift.....	Not stated.....	14,821 .....		
" .....	Free Circulating Library .....	Bequest .....	C. H. Condit.....	100,000 .....		For books on naval history.
" .....	Free Circulating Library for Blind .....	Bequest .....	A. M. Prouditt.....	10,000 .....		
" .....	Harvard University Club Li- brary.....	Gift .....	Not stated.....		500 .....	In Moon type.
" .....	" .....	Gift.....	J. H. Hyde.....	20,000 .....		
" .....	Public Library.....	Gift.....	S. P. Avery.....			A valuable collection of prints, 17,000 in all, especially rich in French and English etchers, including some lithographs and drawings. 1,000 menus to be sealed, and opened not before 1950. For Richard L. Dugdale fund; soci- ological and economic books. Collection of engraved books of A. B. Durand. (300 pieces and catalog.) Americans. Berrian collection on Mormonism. For books on naval history. For scientific books. For Semitic books.
" .....	" .....	Gift.....	F. E. Buttle.....			
" .....	" .....	Bequest .....	{ Sisters of R. L. Dug- dale..... }	3,200 .....		
" .....	" .....	Gift.....	John Durand .....			
" .....	" .....	Gift.....	{ P. L. Ford and W. C. Ford .....	100,000 .....		
" .....	" .....	Gift.....	Helen Gould.....	700 .....		
" .....	" .....	Bequest .....	A. M. Prouditt.....	10,000 .....		
" .....	" .....	Gift.....	H. Schiff .....	10,000 .....		
" .....	" .....	Gift.....	Various Russian Jews .....	800 .....		
" .....	Teachers' College, Bryson Library.....	Gift.....	S. P. Avery.....	1,000 .....		For care of books in Avery collection. To defray additional cost of build- ing for which she anonymously gave \$250,000 in 1893. One-half value of new building. Memorial to his father; gave also.
" .....	University of City of New York Library .....	Gift.....	Helen Gould.....	60,000 .....		
" .....	Washington Heights Free Li- brary.....	Gift.....	Not stated.....	10,000 .....		
Newark.....	Raw Library.....	Gift.....	H. C. New.....		10,000 .....	

STATE.	CITY OR TOWN.	NAME OF LIBRARY.	GIFT OR REQUEST.	SOURCE.	Amount in Money.	No. Vols. in Pamphlets.	Building Valued at	CONDITIONS OR REMARKS.
New York.	Rensselaer.	Didymus Thomas Library Association.	Gift.	Mrs. Wallace Francis.	{ Not stated			{ Offered to duplicate whatever amount was raised if library was named for Didymus Thomas.
	Rome.	Jervis Library Association.	Bequest.	Thomas Jones.	\$2,500			
	"	"	Gift.	Various sources.	3,800			
	Theresa.	"	Bequest.	J. J. Fayel.	75,000			
	Utica.	Public Library.	Gift.	Mrs. W. H. Booth.		390		Endowment for public library.
	"	"	Gift.	{ T. R. Proctor and F. T. Proctor.				Medical books.
	"	"	Gift.	Pierrepont White.				Site valued at \$95,000.
	Warrenburg.	"	Gift.	{ Clara Richards and Mrs. R. C. Kellogg.	1,000			Nucleus to new library building fund.
	Durham.	Trinity College Library.	Gift.	B. N. Duke.	90,000		\$15,000	To be maintained by them.
	Raleigh.	Olivia Raney Library.	Gift.	R. B. Raney.			30,000	For endowment of college and library.
North Carolina.	Bucyrus.	Memorial Library.	Gift.	Andrew Carnegie.	500			For endowment fund.
	Cadiz.	Public Library.	Bequest.	James Porter.	700			
	Canton.	Public Library Association.	Gift.	W. W. Clark.				Deed of site worth \$10,000.
	Cincinnati.	Public Library.	Gift.	F. B. Wyborg.				For establishment of children's room.
	"	University of Cincinnati Library.	Gift.	W. A. Proctor.		6,574		Private library of Robert Clarke, to be known as Clarke library.
	"	University of Cincinnati Library.	Gift.	Asa Van Wormer.			56,000	
	Cleveland.	Western Reserve University Library.	Gift.	{ Samuel Mather and wife.	12,000			
	Conneaut.	"	Gift.	Andrew Carnegie.			15,000	Musical books.
	Dayton.	Public Library.	Bequest.	I. E. Andrews.		{ Not stated		
	Delaware.	Ohio Wesleyan University.	Bequest.	P. P. Mast.		2,000	200,000	His residence.
Ohio.	"	Sturges Library.	Gift.	J. W. White.			50,000	Classical library of Karl Gittl. City must furnish site and guarantee appropriation.
	East Liverpool.	Carnegie library.	Gift.	Andrew Carnegie.				Became available in 1899.
	Fremont.	Birchard City Library.	Bequest.	{ R. B. Hayes, President United States.	15,000			To start a fund for memorial building to P. K. Spencer.
	Geneva.	Spencer Memorial Library.	Gift.	Mrs. M. J. Woodruff.	1,000		{ Not stated.	
	Painesville.	Public Library.	Gift.	J. H. Morley.			50,000	Association must provide site and city appropriate \$3000 a year.
	Sandusky.	Carnegie Library.	Gift.	Andrew Carnegie.			50,000	City must provide site and guarantee appropriation.
	Steubenville.	Carnegie Library.	Gift.	Andrew Carnegie.				In property.
	Toledo.	Public Library.	Gift.	Mrs. D. R. Locke.	1,000			
	Warren.	Library Association.	Bequest.	Milton Sutliff.	10,000		35,000	City must provide site and appropriate \$8000 a year.
	Wooster.	Wooster University Library.	Gift.	H. C. Frick.			25,000	City must provide site and appropriate \$8000 a year.
Oklahoma.	Guthrie.	Carnegie Library.	Gift.	Andrew Carnegie.			25,000	
Pennsylvania.	Oklahoma City.	"	Gift.	{ W. H. Woolverton and William Thompson.			16,000	To include a town hall.
	Alexandria.	"	Gift.					

City	Library	Gift	Andrew Carnegie	Amount	Notes
Allegheny	Carnegie Library	Gift	Andrew Carnegie	\$5,000	For remodelling library, and for a new stock-room.
Athens	Public Library	Gift	Andrew Carnegie	\$9,000	For books.
Beaver Falls	Carnegie Library	Gift	Andrew Carnegie	50,000	Town must provide site and appropriate \$3,000 a year.
"	"	Gift	John Reeves		Building site.
Bellefonte	"	Bequest	M. W. Pettker	8,000	
Blairsville	Carnegie Library	Gift	Andrew Carnegie		City must furnish site and guarantee appropriation.
Bradford	Library Association	Gift	Andrew Carnegie	15,000	City must provide site and appropriate \$3,000 a year.
Buckingham Valley	"	Gift	E. M. Paxson	15,000	
Carnegie	Carnegie Library	Gift	Andrew Carnegie	{ Not stated }	
Clarion	"	Gift	Andrew Carnegie	100,000	City must provide site and appropriate \$3,000 a year; if not accepted a smaller sum will be given for smaller annual appropriation.
Coal Center	"	Gift	Andrew Carnegie	50,000	For Coal City and California, if the cities provide site and appropriate \$3,000 a year.
Connellsville	Carnegie Library	Gift	Andrew Carnegie	50,000	Town must provide site and guarantee appropriation.
Erie	Public Library	Gift	Andrew Carnegie	6,000	Town must provide site and appropriate \$3,000 a year.
Grove City	Carnegie Library	Gift	Andrew Carnegie	15,000	To acquire \$4,000 raised by women of Hazelwood to erect an auditorium addition.
Hazelwood	Carnegie Library	Gift	Andrew Carnegie	4,000	Music hall, club-house, and library combined for benefit of employees of Carnegie Steel Co.
Homestead	Carnegie Library	Gift	Andrew Carnegie	300,000	
Lancaster	Franklin and Marshall College Library	Gift	J. W. de Peyer	25,000	Residence.
"	Mechanics Library Association	Gift	Mrs. Eliza Smith	{ Not stated }	Town must provide site and appropriate \$3,000 a year. Building will include library, music hall, and gymnasium.
McKeesport	Carnegie Library	Gift	Andrew Carnegie	90,000	To establish library.
Oakmont	Carnegie Library	Gift	Andrew Carnegie	15,000	City must provide site and appropriate \$3,000 a year.
Oil City	"	Gift	Andrew Carnegie	300	For books.
Philadelphia	Apprentices' Library	Gift	Anna T. Jeanes	1,000	Incunabula, for which he paid \$26,000. Fine residence, to be known as Josephine Widener branch of free library.
"	"	Gift	A member	250	
"	Free Library	Gift	P. A. B. Widener	500	Unbound vols. of the report of the English commission on the Venetian boundary; only copy in U. S.
"	"	Gift	P. A. B. Widener	25	Original provincial letter of authority to Provost William Smith and John Jay bearing signatures of Archbishop of Canterbury and Bishop of Winchester.
"	Philadelphia Law Library	Gift	Earl of Salisbury		
"	University of Pennsylvania Library	Gift	S. W. Mitchell		

STATE.	CITY OR TOWN.	NAME OF LIBRARY.	GIFT OR REQUEST.	SOURCE.	Amount in Money.	No. Vols in Books and Pamphlets.	Building Valued at	CONDITIONS OR REMARKS.
Pennsylvania.	Philadelphia.	University of Pennsylvania Library.	Gift.	Not stated.	.....	2,300	.....	Library of D. G. Brinton; including his manuscripts and his own works.
	Pittsburgh.	Carnegie Library.	Gift.	Andrew Carnegie.	1750,000	...	...	Enlargement of building; city must furnish additional ground necessary. Mr. Carnegie is ready to give \$3,500,000 for enlargement.
	"	"	Gift.	Andrew Carnegie.	10,000	...	...	For extension of special reference technical department.
	"	"	Gift.	H. C. Frick.	...	...	...	Painting, for which he paid \$100,000, for art gallery.
	Spring City.	Public Library.	Gift.	Andrew Carnegie.	300	...	...	For books.
	State College.	Pennsylvania State College Library.	Gift.	Andrew Carnegie.	.....	.....	\$100,000	State must appropriate \$10,000 a year for maintaining library and museum.
	Tyrone.	Carnegie Library.	Gift.	Andrew Carnegie.	.....	.....	50,000	City must provide site and guarantee to appropriate \$3000 a year.
	Uniontown.	Carnegie Library.	Gift.	Andrew Carnegie.	50,000	.....	.....	Acquire tract of land, worth \$5000, for building site.
	"	"	Gift.	J. K. Ewing.	.....	.....	30,000	Building erected, equipped, and endowed; also gave site.
	Williamsport.	J. B. Brown Library.	Gift.	J. B. Brown.	.....	.....	50,000	City must provide site and appropriate \$5000 a year.
	York.	Carnegie Library.	Gift.	Andrew Carnegie.	.....	.....	.....	Building erected, equipped, and endowed; also gave site.
	Newport.	Redwood Library.	Bequest.	C. H. Norman.	5,000	.....	.....	City must provide site and appropriate \$5000 a year.
	Pawtucket.	Free Public Library.	Bequest.	Cornelius Vanderbilt.	10,000	.....	.....	In memory of Deborah C. Sayles. To be known as the Joseph Benjamin library fund, and to be used in purchasing books on church history.
	Providence.	Brown University Library.	Gift.	P. C. Sayles.	.....	.....	.....	Philological, historical, and classical works.
	"	"	Bequest.	Mrs. A. M. Sullivan.	10,000	.....	.....	This makes Mr. Brown's gifts to the public library amount to \$408,795.75.
	"	Public Library.	Bequest.	Thatcher Thayer.	23 593.75	.....	.....	To be paid in three years.
	Charleston.	Charleston Library Society.	Gift.	J. N. Brown.	10,000	.....	.....	In real estate, bonds, and cash, as an endowment fund.
	"	"	Bequest.	B. B. Knight.	100,000	.....	.....	Formerly used as a church. Business building.
	"	"	Gift.	South Carolina Jockey Club.	.....	.....	25,000	In trust.
	"	"	Gift.	Mr. and Mrs. W. H. Lyon.	.....	.....	50,000	City must appropriate \$4000 a year.
	"	"	Gift.	G. W. Park.	100,000	.....	50,000	Toward book fund.
	"	"	Bequest.	W. A. Goodwyn.	300	.....	50,000	City must provide site and appropriate \$4000 a year.
	"	"	Gift.	Andrew Carnegie.	.....	.....	50,000	Available in 1899.
	"	"	Gift.	Helen Gould.	.....	.....	50,000	City must furnish site and guarantee appropriation.
	"	"	Gift.	Andrew Carnegie.	.....	.....	50,000	.....
	"	"	Bequest.	Henry Rosenberg.	500,000	.....	50,000	.....
	"	"	Gift.	Andrew Carnegie.	.....	.....	50,000	.....
	"	"	Bequest.	Andrew Carnegie.	.....	.....	50,000	.....
	"	"	Gift.	Andrew Carnegie.	.....	.....	50,000	.....
	"	"	Bequest.	Andrew Carnegie.	.....	.....	50,000	.....
	"	"	Gift.	Andrew Carnegie.	.....	.....	50,000	.....
	"	"	Bequest.	Andrew Carnegie.	.....	.....	50,000	.....
	"	"	Gift.	Andrew Carnegie.	.....	.....	50,000	.....
	"	"	Bequest.	Andrew Carnegie.	.....	.....	50,000	.....
	"	"	Gift.	Andrew Carnegie.	.....	.....	50,000	.....
	"	"	Bequest.	Andrew Carnegie.	.....	.....	50,000	.....
	"	"	Gift.	Andrew Carnegie.	.....	.....	50,000	.....
	"	"	Bequest.	Andrew Carnegie.	.....	.....	50,000	.....
	"	"	Gift.	Andrew Carnegie.	.....	.....	50,000	.....
	"	"	Bequest.	Andrew Carnegie.	.....	.....	50,000	.....
	"	"	Gift.	Andrew Carnegie.	.....	.....	50,000	.....
	"	"	Bequest.	Andrew Carnegie.	.....	.....	50,000	.....
	"	"	Gift.	Andrew Carnegie.	.....	.....	50,000	.....
	"	"	Bequest.	Andrew Carnegie.	.....	.....	50,000	.....
	"	"	Gift.	Andrew Carnegie.	.....	.....	50,000	.....
	"	"	Bequest.	Andrew Carnegie.	.....	.....	50,000	.....
	"	"	Gift.	Andrew Carnegie.	.....	.....	50,000	.....
	"	"	Bequest.	Andrew Carnegie.	.....	.....	50,000	.....
	"	"	Gift.	Andrew Carnegie.	.....	.....	50,000	.....
	"	"	Bequest.	Andrew Carnegie.	.....	.....	50,000	.....
	"	"	Gift.	Andrew Carnegie.	.....	.....	50,000	.....
	"	"	Bequest.	Andrew Carnegie.	.....	.....	50,000	.....
	"	"	Gift.	Andrew Carnegie.	.....	.....	50,000	.....
	"	"	Bequest.	Andrew Carnegie.	.....	.....	50,000	.....
	"	"	Gift.	Andrew Carnegie.	.....	.....	50,000	.....
	"	"	Bequest.	Andrew Carnegie.	.....	.....	50,000	.....
	"	"	Gift.	Andrew Carnegie.	.....	.....	50,000	.....
	"	"	Bequest.	Andrew Carnegie.	.....	.....	50,000	.....

Lockhart.....	Andrew Carnegie Library.....	Bequest.....	Eugene Clark.....	10,000	City must furnish site.
Pittsburgh.....	.....	Gift.....	Andrew Carnegie.....	5,000	For library fund.
San Antonio.....	.....	Gift.....	Andrew Carnegie.....	90,000	City must furnish site and appropriate \$5000 a year.
Texarkana.....	R. R. Y. M. C. A. Library.....	Gift.....	Various individuals.....	Not stated	For library fund.
Barre.....	University of Vermont Library.....	Gift.....	Helen Gould.....	1,000	In trust for public library.
Burlington.....	University of Vermont Library.....	Gift.....	L. F. Aldrich.....	\$250,000	On civil war.
".....	University of Vermont Library.....	Gift.....	R. C. Hawkins.....	1,444	
".....	University of Vermont Library.....	Gift.....	Henry Holt.....	296	
".....	University of Vermont Library.....	Gift.....	Not stated.....	3,000	Acquisitions of Whittingham and Stevens families, L. E. Chittenden; Americana and Vermontiana.
".....	University of Vermont Library.....	Gift.....	Not stated.....	over	
Ludlow.....	.....	Gift.....	A. M. Fletcher.....	2,600	
".....	Florence Memorial Library.....	Bequest.....	J. S. Gill.....	Not stated	
Marshfield.....	Kellogg-Hubbard Library.....	Bequest.....	A. J. Jaquith.....	10,000	Made available by the death of his wife.
Montpelier.....	.....	Bequest.....	J. E. Hubbard.....	6,000	To establish library.
St. Albans.....	Town Library.....	Bequest.....	J. G. Smith.....	125,000	
Springfield.....	Seaboard Air-line Railway.....	Bequest.....	Ann E. Porter.....	1,000	
Norfolk.....	Travelling Library.....	Gift.....	Andrew Carnegie.....	1,000	
Richmond.....	Virginia Mechanics Institute Library.....	Gift.....	Andrew Carnegie.....	1,000	
Washington.....	City Library.....	Gift.....	A. C. Mason.....		Transferred to the city a library which he had maintained in the north end.
Wisconsin.....	.....	Bequest.....	Victoria Wheeler.....	50,000	For building, equipment, and maintenance.
Burlington.....	.....	Gift.....	Alex. Burger.....	5,000	Village must guarantee appropriation for a free library; not yet accepted.
Kenosha.....	Gilbert M. Simmons Library.....	Gift.....	Z. G. Simmons.....	25,000	City must guarantee appropriation, and keep open six hours every day.
Lake Mills.....	Lorenzo D. Fargo.....	Gift.....	L. D. Fargo.....	100,000	
Manitowoc.....	James Library Association.....	Gift.....	Various individuals.....	5,000	
Marquette.....	Public Library.....	Gift.....	Isaac Stephenson.....	5,000	Also site.
Menasha.....	.....	Gift.....	E. D. Smith.....	50,000	In addition to his previous gift of \$25,000 for building.
Menomonic.....	Mabel Tainter Public Library.....	Bequest.....	Andrew Tainter.....	\$35,000	\$35,000 care of building; \$30,000 support of library.
Milwaukee.....	Public Library.....	Gift.....	Not stated.....	200	For books for the blind.
Oconomowoc.....	Free Public Library.....	Bequest.....	Jacob Darnon.....	1,000	Also his homestead, valued at \$9000, after the death of his widow; also residuary estate, which will yield about \$5000.
Oshkosh.....	Public Library.....	Bequest.....	Not stated.....		
Racine.....	Public Library.....	Gift.....	Citizens.....	3,000	
Stevens Point.....	Public Library.....	Gift.....	J. D. Witter.....	500	
Cheyenne.....	Carnegie Library.....	Gift.....	Andrew Carnegie.....	500	
Wyoming.....	.....	Gift.....	.....	50,000	City must provide site and appropriate \$5000 a year.

## THE PROCEEDINGS.

MONTREAL, CANADA, THURSDAY, JUNE 7 — TUESDAY, JUNE 12, 1900.

*FIRST SESSION.\**

(CONVOCATION HALL, PRESBYTERIAN COLLEGE,  
MCGILL UNIVERSITY, THURSDAY

MORNING, JUNE 7.)

THE meeting was called to order at 10.15 by President THWAITES, who declared the 22d annual conference of the American Library Association open. The President then introduced Dr. WILLIAM PETERSON, Principal of McGill University, who delivered a short address of welcome, to which Mr. THWAITES made brief response.

The President announced, from the Executive Board, the appointment of the following COMMITTEE ON RESOLUTIONS: F. M. Crunden, W. H. Tillinghast, James Bain, Jr., Miss Anne Wallace, J. A. Rowell.

THE PRINTED REPORT OF 1899 MEETING was approved as printed and distributed.

HENRY J. CARR made his

## SECRETARY'S REPORT.

A supplementary handbook of 24 pages ( $3\frac{1}{2}$  x  $5\frac{3}{4}$  inches), bearing date March, 1900, was issued by the secretary in an edition of 3300 copies, at a cost of \$59 for its printing. It contained the text of the revised constitution (as adopted at the Atlanta meeting and to be ratified at that in Montreal), a supplementary list of members of the A. L. A., January, 1899–February, 1900, one of changed addresses, correcting the list in handbook of January, 1899, and an A. L. A. necrology, 1876–1899, covering 86 names.

Copies of the supplementary handbook, together with a duplicate copy of the handbook of 1899, were first mailed to the membership of the Association generally, and then to many others upon requests and suggestions received in response to those sent to the members. Such distribution, including those supplied to others through the Library Bureau and its branch

offices, to the various library schools, and certain of the state library commissions, etc., and finally at the annual meeting following, practically exhausted the remainder of the edition of 1899, and all but a few hundred of the supplement of 1900.

As in the preceding year, the policy of the officers and the committees having in hand the affairs of the Association, has been one of conservative expenditures so far as consistent with necessary effectiveness. It appears that such line of action has resulted in placing the A. L. A. financial matters on a proper basis, with all liabilities provided for in cash, and a reasonable balance in the treasury. And, too, without having unduly restricted the issue of Papers and Proceedings in either year, or infringing upon other customary provision for the information and service of contributing members.

The present resources and probable income of the general Association are not yet adequate for the much to be desired employment of a salaried permanent secretary, by which act great extension of the usefulness and influence of the Association might be best attained. It is probable, however, that some compensation may be properly allowed for clerical services in the coming year, and by so much reduce the burden that falls to the secretary's office.

The only gifts to the A. L. A., received through the hands of the secretary since last report, were as follows: From the Newberry Library, Chicago, report of the trustees for the year 1898, one copy; and from the New York Public Library (Astor, Lenox, and Tilden foundations), 12 current issues of its monthly bulletin.

Finally it may be said, that by reason of the hearty and sympathetic co-operation of the members of the Executive Board (equally with the earnest attention given by the various committees) through the past 12 months, all efforts of the secretary were most happily seconded; and thereby harmonious and cordial action in behalf of the Association was in every case made more possible.

\*In accordance with usual custom, the first session of the Association was an informal reception and social meeting, held in the Windsor Hotel parlors on the evening of June 6. The sessions as here given cover only the general business sessions of the Association.

GARDNER M. JONES read the

**TREASURER'S REPORT.**

By vote of the Executive Board the financial year of the Association has been made to correspond with the calendar year, so that the treasurer's report will in future close on Dec. 31. The principal advantage of this arrangement is that all the receipts and expenses of a certain conference will be found in the report for

the year in which it is held, instead of being divided between two years as in the past. The only means of making comparisons between conferences has been by picking out the items from the reports of two successive years. The statement of live membership will be more accurate than previously, as many members delay payment of dues until the conference, and hence have never been counted in the statement of members in good standing.

**RECEIPTS, MAY-DEC., 1899.**

Balance on hand May 1, 1899 (Atlanta conference, p. 105).....	\$436 43
Fees from annual members:	
From 8 members for 1898	
From 154 members for 1899	
From 13 members for 1900	
175 members at \$2.....	\$350 00
Fees from library members:	
From 2 libraries for 1900 at \$5.....	10 00
	<hr/>
	360 00
Life membership:	
Hannah Fox	25 00
	<hr/>
	\$821 43

**PAYMENTS, MAY-DEC., 1899.**

May 31.	Foot & Davies Co., Atlanta, printing programs, badges, and ballots, Atlanta conference.....	\$14 15
May 31.	Library Bureau, Chicago, circulars, Atlanta conference.....	24 25
May 31.	A. L. A. Publishing Section, freight, Atlanta conference.....	1 30
May 31.	Henry J. Carr, expenses secretary's office.....	32 86
June 13.	Parry & McCord, stenographers, Atlanta conference.....	51 75
June 19.	Foot & Davies Co., Atlanta, printing revised constitution.....	26 10
June 19.	<i>Publishers' Weekly</i> , printing and mailing revised constitution.....	20 02
July 19.	Trustees of the Endowment Fund, life membership.....	25 00
Aug. 14.	<i>Publishers' Weekly</i> , Atlanta proceedings, on account.....	525 00
Dec. 26.	Gardner M. Jones, treasurer's expenses.....	40 65
Dec. 26.	Salem Press Co., stationery for treasurer.....	5 60
		<hr/>
		\$766 68
	Balance on hand Dec. 31, 1899;	
	Deposit in New England Trust Co., Boston.....	\$21 25
	Deposit in Merchants' National Bank, Salem.....	33 50
		<hr/>
		54 75
		<hr/>
		\$821 43

Arranged according to the usual classification the payments are as follows:

Proceedings, including delivery.....	\$525 00
Stenographer.....	51 75
Secretary and conference expenses....	118 68
Treasurer's expenses.....	46 25
	<hr/>
	\$741 68

From Jan. 1 to May 31, 1900, the receipts have been \$1348 and the payments \$480.84,

the balance on hand on May 31 being \$921.91. This sum, with the addition of the amount collected at this conference, is probably sufficient to pay for the stenographer, Proceedings, and other expenses of the present conference. The finances of the Association are now upon a good basis so long as we limit our expenses within traditional lines, but there are many ways in which the officers of the Association could spend money to advantage in forwarding li-

brary interests if some means of increasing our income could be found. I doubt if any association of similar character has accomplished so much on so small an expenditure of funds.

As a basis for future comparison I have compiled a table of the receipts and payments of the

past ten years, charging each item to the calendar year and conference to which it properly belongs. The receipts for life membership are not included, as they are immediately paid over to the Trustees of the Endowment Fund :

RECEIPTS.	1890. Faby- ans.	1891. San Fran- cisco.	1892. Lake- wood.	1893. Chi- cago.	1894. Lake Placid.	1895. Denver	1896. Cleve- land.	1897. Phila- delphia	1898. Chau- tauqua.	1899. Atlanta
Annual dues.....	\$690.50	\$576.00	\$1089.00	\$988.00	\$1330.00	\$1117.00	\$1402.00	\$1399.03	\$1630.00	\$1443.00
Interest.....	16 77	14.20	5.18	4.28	15.54	22.82	36.06	11.54	9 50	2.44
Sale Proceedings.....	1.00	7.00	6.00	9.00	.....	1.00	3.00	4.50	3.00	.....
Trustees Endowment fund.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	150.00
	\$708.27	\$597.20	\$1100.18	\$1001.28	\$1345.54	\$1140.82	\$1441.06	\$1415.07	\$1642.50	\$1595.44

PAYMENTS.										
Proceedings, including de- livery.....	\$465.37	\$492.40	\$300.49	\$386.84	\$644.17	\$364.05	\$952.02	\$838.49	\$895.90	\$734.84
Stenographer.....	102.17	75.00	69.50	222.10	146.13	74.65	122.35	250.00	168.90	51.75
Secretary and Conference.....	185.95	280.20	300.47	441.48	267.70	115.49	683.94	281.35	514.54	396.35
Treasurer.....	15.45	18.68	34.90	16.10	57.25	49.73	42.65	129.55	79.41	121.16
Publishing Section.....	.....	.....	.....	.....	.....	.....	200.00	500.00	.....	.....
Com. on A. L. A. Supplement..	.....	.....	.....	.....	.....	.....	.....	35.10	.....	.....
	\$768.94	\$866.28	\$705.36	\$1066.52	\$1115.25	\$603.92	\$1800.96	\$1699.39	\$2193.85	\$1304.10

The number of members in good standing on Dec. 31, 1899, is as follows:

Honorary members.....	4
Life fellows.....	3
Life members.....	34
Annual fellows (paid for 1899).....	9
Annual members (paid for 1899).....	584
Library members (paid for 1899).....	30

664

During the period covered by the report 61 new members have joined the Association and 9 have died.

GARDNER M. JONES,  
*Treasurer.*

The following report of audit was appended:

We have examined the accounts of the treasurer, during the period covered by his report, and find them properly kept and vouched for.

JAMES L. WHITNEY, } *Finance*  
CHARLES K. BOLTON, } *Committee.*  
GEO. T. LITTLE.

#### Necrology.

1. Mrs. Adelaide Goodwin (Mrs. Charles H.) Davis (A. L. A. no 929, 1891), of Worcester. Mass. Born, 1838; died, April 2, 1899. Mrs. Davis lived a very simple life, always interested in charitable work. She attended the San Francisco conference.

2. Reuben Aldridge Guild, LL.D. (A. L. A. no. 138, 1878), librarian emeritus of Brown Uni-

versity. Born in West Dedham, Mass., May 4, 1822; died in Providence, R. I., May 14, 1899. He entered Brown University in 1843; on his graduation, in 1847, became assistant to the librarian, Prof. C. C. Jewett, whom he succeeded as librarian of the university in the spring of 1848, and in 1893 was made librarian emeritus. His active connection with the library covered 46 years of unbroken service. He was one of the founders of the A. L. A. and was made an honorary member in 1895. He was present at the 1853 conference of librarians in New York, the Philadelphia conference of 1876, and the first international conference in London in 1877. In addition to the "Librarian's manual," published in 1858, which was his chief contribution to the literature of his profession, he was the author of many books and essays, mostly on historical subjects.

(See memorial by H. L. Koopman in *Library Journal*, June, 1899.)

3. William W. Bailey (A. L. A. no. 1696, 1898), trustee New Hampshire State Library, Born in Hopkinton, N. H., in 1829; died in Nashua, N. H., June 9, 1899. Mr. Bailey graduated at Dartmouth College in 1854, and at the Albany Law School in 1856. He settled in Nashua, where he continued the practice of law until his death, and served the city and state in various useful and honorable positions.



He was trustee of the Nashua Public Library for over 20 years, and president of the New Hampshire Library Association from 1894 to 1897. At the time of his death he was a trustee of the New Hampshire State Library.

(*Boston Transcript*, June 10, 1899.)

4. Norman Williams (A. L. A. no. 883, 1890), president of the John Crerar Library, Chicago. Born in Montreal, Canada, Feb. 1, 1835; died at Rye Beach, N. H., June 19, 1899. He was brought up at his parents' home in Woodstock, Vt., graduated at the University of Vermont in 1835, and took a law course at the Albany Law School. He went to Chicago in 1858 and became one of the leading lawyers of the city. Mr. Williams did not often appear in courts, but he rendered great service to his clients as a legal adviser, and, until his health began to fail, was acknowledged as the leading business lawyer of Chicago. He served as a trustee of the Chicago Public Library from July, 1887, to Dec., 1889, and as president of the John Crerar Library from its organization in Dec., 1895, until his death. He was a life member of the A. L. A., and served for eight years as a trustee of the A. L. A. endowment fund.

(*See 5th annual report of the John Crerar Library*.)

5. William McCrillis Griswold (A. L. A. no. 406, 1881), indexer and bibliographer. Born in Bangor, Me., Oct. 9, 1853; died at Seal Harbor, Me., Aug. 3, 1899. He was a son of Rufus W. Griswold, editor and biographer of Poe. He graduated from Harvard College in 1875, and was for about four years an assistant in the copyright department of the Library of Congress. His best known work was the series of "Q. P." (quarterly periodical) indexes to the leading periodicals. He also published a series of "Descriptive lists of novels and tales," and several other works, among which was a selection of the correspondence, etc., of his father.

(*See Library Journal*, Sept., 1899.)

6. Josiah Herbert Whittier (A. L. A. no. 1242, 1894), secretary of the New Hampshire Library Commission. Born in Deerfield, N. H., April 26, 1860; died there Sept. 13, 1899. Mr. Whittier was assistant clerk with the Cocheco Woollen Manufacturing Co. of East Rochester, N. H., from 1882 until his death. He was one of the officers of the East Rochester Reading Room Association, and a trustee of the Rochester Public Library. In 1891 he secured the passage of a bill, of which he was

the author, creating a state library commission. He was appointed a member of that commission on Jan. 5, 1892, was elected as its secretary, and served in that position until his death.

(*See Bulletin of the New Hampshire Library Commission*, March, 1900.)

7. Gustave E. Stechert (A. L. A. no. 90, 1877), bookseller. Born in Potsdam, Prussia, August 6, 1840; died in Brooklyn, N. Y., Sept. 25, 1899. After an apprenticeship as a book-binder in his father's shop and five years' training in the book business he came to this country in 1865, at once entering the employ of B. Westermann & Co., New York. In 1872 he began business on his own account, giving his principal attention to the supplying of books to libraries and universities. He joined the A. L. A. in 1877, had attended many of its conferences, and had many friends among librarians.

(*See Publishers' Weekly*, Oct. 7, 1899.)

8. Edward Bates (A. L. A. no. 1754, 1898), librarian of the Treasury Department in Washington, died at the home of his parents in St. Louis, Dec. 11, 1899. Mr. Bates was born in St. Louis in 1872, being a grandson of the eminent lawyer, Edward Bates (who was a member of Lincoln's cabinet). His training was received in the St. Louis Public Library and his appointment to the library of the Treasury Department was due to the very honorable rank that he took in an examination held in 1899 for the position of Superintendent of Documents. The only competitors who outranked him were Mr. Crandall and Mr. Ferrell, both of whom had already occupied the position. Tuberculosis of the throat, which had developed some months previous to his going to Washington, made such rapid and alarming progress after his arrival in that city, that he resigned within six weeks of his appointment and died very shortly after reaching his home.

The library profession has lost in the early death of Mr. Bates one of its most gifted and promising young men, who brought to its work the highest integrity, fine perceptions, and exceptional ability.

(FREDERICK M. CRUNDEN.)

9. William Kite (A. L. A. no. 186, 1878), librarian emeritus of the Friends' Free Library, Germantown, Pa. Born in Philadelphia, Oct. 30, 1810; died in Germantown, Feb. 10, 1900. In his early life Mr. Kite was a printer and publisher; later, a farmer, and in 1868 he was appointed librarian of the Friends' Library. He

served in this post until 1898, when he became librarian emeritus. During these 36 years the library was developed from a small nucleus to a large and valuable collection in a building of its own. Mr. Kite was well known for his opposition to fiction, even periodicals like *Harper's*, the *Century*, and the *Atlantic* being excluded on account of the novels in them. His views on this subject are well set forth in a carefully written paper in the *Library Journal*, 1:277-279. Mr. Kite was an active member of the Society of Friends, in which he was for many years a minister. He was at one time a manager of the Apprentices' Library of Philadelphia, and was long a member of the Franklin Institute. He joined the A. L. A. in 1878 and was one of the earliest members of the Pennsylvania Library Club.

(See *Library Journal*, April, 1900.)

10. Albert W. Whelpley (A. L. A. no. 616, 1887), librarian of the Cincinnati Public Library. Born in New York City, Oct. 29, 1831; died in Cincinnati, Feb. 19, 1900. While young he worked as a stereotyper, going to Cincinnati early in the '50s. Later he entered the employ of Robert Clarke & Co., first in the bindery department, afterwards becoming one of the leading salesmen. During the Civil War he served in the 137th Ohio. On Nov. 1, 1886, he was appointed librarian of the Cincinnati Public Library. Mr. Whelpley was much interested in the literary and artistic development of Cincinnati and had many friends among writers and actors. He was for many years on the A. L. A. Council, also a member of the Finance Committee.

(See *Library Journal*, March, 1900.)

The treasurer's report was accepted.

W. C. LANE presented the

#### REPORT OF THE PUBLISHING SECTION.

(See p. 86.)

W. I. FLETCHER. — It seems to me that the Association would gladly give two minutes to an additional statement to bring certain matters more definitely before you. The "A. L. A. index," new edition, perhaps is not clearly understood. It is a new edition containing all the old matter, and much supplementary, coming up to the end of the year 1899; one feature made prominent is that of references to bibliographies and reading lists on various subjects. Another matter closely in relation with it, and of which not many of you are aware, is that an

abridged "Poole's index" is also in preparation to cover the same period, that is, parallel with the "A. L. A. index," up to the end of the century. This abridged "Poole's index" covers a selected list of 37 of the leading periodicals: *Harper's*, the *Century*, and so on, in this country; the *Contemporary*, the *Fortnightly*, and others, in England. The point I wish to call attention to is, that when they come out, you will have, in two volumes, a compact presentation of references to a selected list of periodicals, and to a large number of books in general literature, both coming down to January, 1900. We hope it will not be far from the end of this year when they are issued; but whether this side or the other of that date, we cannot undertake to say.

The report was adopted and ordered printed.

C. C. SOULE read the

#### REPORT OF THE TRUSTEES OF THE ENDOWMENT FUND.

*To the Secretary of the American Library Association:*

I submit herewith a report of receipts and expenditures covering the period between the date of the last report (May 2, 1899), and this date.

No additional donations to the fund have been made during this time, and the only increase of the permanent fund has been the \$75 paid over by the treasurer of the A. L. A., on account of receipts from life memberships.

In September, 1899, the trustees invested \$3000 in a mortgage loan for three years, bearing five per cent. interest; and in order to get interest on the rest of the money in their hands, and at the same time keep it available for a loan to the Publishing Section, if desired, they placed \$1000 on deposit in the Brookline (Mass.) Savings Bank, where it is at present earning four per cent.

Reference to the statement submitted herewith will show that we have \$216.33 now available for any use the Council may direct, and \$402.94 cash on deposit (belonging to the principal of the fund) — which can be loaned to the Publishing Section if required — and that \$299 additional will probably be available on interest account during the coming year.

CHARLES C. SOULE,

*Treas. A. L. A. Endowment Fund.*

III

*Cash account—Received*

***Paid out.***

**Assets.**

*Available income for the year, 1900-1901.*

Cash on hand, interest account,	\$216.33
\$700 mortgage @ 7%,	49.00
\$1000 " @ 6%,	60.00
\$3000 " @ 5%,	150.00
\$1000 Savings Bank deposit @ 4%,	40.00
[No income will be received on the Trust Co. cash deposit, unless	
\$500 balance, or more, is maintained.]	
Estimated amount of income,	\$515.33

**Liabilities, none.**

**Annual expenses, \$10 for safe for securities.**

[ \$47.33 also spent during 1899 - 1900 in acquiring the \$3000 mortgage.]

The following report of audit was appended:

At the request of Charles C. Soule, treasurer of the Endowment Fund, we have examined his accounts and securities and find evidences of investment of \$4700 in mortgage loans, of deposit of \$1000 in the Brookline (Mass.) Savings Bank, and of deposit of \$619.27 in the International Trust Company of Boston. We also

find his accounts correctly cast, with proper vouchers for all expenditures.

JAMES L. WHITNEY,  
GEO. T. LITTLE,  
CHARLES K. BOLTON, } *Finance Committee.*

The report was accepted.

DR. RICHARDSON stated that the

REPORT OF THE CO-OPERATION COMMITTEE would be presented later at the session on Co-operative Cataloging.

C. H. GOULD, for the

COMMITTEE ON FOREIGN DOCUMENTS, reported progress, stating that material for the list of German documents planned by the committee had been collected, and that the compilation of the list had been undertaken.

W. T. PEOPLES read the

REPORT ON A. L. A. EXHIBIT AT PARIS EXPOSITION.

The committee appointed to revise and approve the plans for the exhibit of the American Library Association of the Paris Exposition in 1900, report that soon after the adjournment of the Atlanta meeting in May, 1899, the New York State Library submitted for consideration a scheme for the arrangement and control of this exhibit.

This plan was very comprehensive in detail, and in the opinion of the committee covered the whole ground quite thoroughly. It received our unanimous approval.

The exhibit, which is now on view at the Exposition in Paris, was arranged substantially in accordance with this plan.

For further information in detail, the committee refers to the descriptive account of the exhibit prepared by Miss Florence Woodworth, published in the March, 1900, numbers of the *Library Journal* and *Public Libraries*.

The committee desires to express its appreciation and to commend to the consideration of the Association the laborious and unselfish work performed by the New York State Library in the preparation of this exhibition of the work and methods of American libraries.

W. T. PEOPLES.

ADELAIDE R. HASSE.

CLEMENT W. ANDREWS.

J. A. ROWELL, on behalf of F. J. TEGGART, chairman of the

COMMITTEE ON HANDBOOK OF AMERICAN LIBRARIES,

said that Mr. Teggart had requested him to re-

port that the committee had made progress in the matter of the handbook, about 85 per cent. of the material being in hand, and that it was hoped soon to make formal report. He added that the California Library Association had issued its third publication — a handbook of the libraries of California, and that Mr. Teggart would be glad to supply copies to members of the Association desiring them.

J. C. DANA read the

REPORT OF THE COMMITTEE ON LIBRARY SCHOOLS.

(See p. 83.)

MELVIL DEWEY.—It seems to me that this is just the kind of report we want in regard to library schools. We have had too many reports where there has been a tendency to praise without studying the work; and I think that in some cases the committees have felt their mission was to pass compliments around among the schools, rather than put facts before the Association. The report has called attention to the weaknesses of library schools. At Albany we are very anxious to broaden out the work on these lines. Our recent growth has been in the steady direction of demanding higher education for admission to the school, and we are each year getting a higher percentage of college men who take the course. We have often had classes without a single man. But this year we have nine, showing the steady raising of the standard of general education and the steady broadening of the course. To do our best work we need the help of the Association. I want to second what Mr. Dana has said, and I want to ask the Association to appoint an active working committee on this subject, with the understanding that its members are not to pass around compliments, but are to find the weak spots in the work, and try to make the money, time, and enthusiasm put into the library schools yield the largest possible return for American librarians. The Library School is weak in many of its graduates, but, as I say to every class, we can only find out what is in the people who come to us. If a man is born of poor fibre, of poor fibre he will remain. You can polish agate; you can polish mahogany; but you can't polish a pumpkin — and if a third-rate man comes to a library school, and the Lord made him third-rate, he will be a third-rate librarian to the end of the chapter.

DR. RICHARDSON.—I move that the recom-

recommendations contained in the report be referred to the incoming Council and the Executive Board for further consideration, and that such a committee as Mr. Dana suggests be appointed. I want to make one observation, and that is that all the library schools, in making their recommendations, are very particular to be clear as to the qualifications of those whom they recommend.

C. W. ANDREWS. — I second Dr. Richardson's motion, and would add that to my mind, neither Mr. Dana nor Mr. Dewey has touched on one of the most important functions of the school, which is to act as a sieve, and sift out those who won't make even third-rate librarians or do good work at all.

Mrs. FAIRCHILD. — It has been my fortune for many years to have charge of the positions department of the Albany school; that is, when requests came from outside for information about our students, it has been my business to reply, and I would like to say that I never but once made a recommendation of a student to a library without being asked to do so, and then it was in the case of a person who seemed to have unusual natural qualifications for a certain kind of work. If our students receive good salaries and have chances to do good work, it is because they deserve them, and not because they are pushed by influence from Albany.

C. C. SOULE. — In the last five years or so I have been consulted in the choice of from ten to twelve librarians. This has made it necessary for me to consult the heads of the different schools, and what has impressed me most has been their fairness and impartiality. I have never heard of a person being urged for appointment because he or she was a graduate of a particular library school. There has always been a most fair and judicial summing up of the individual qualities of the persons so considered, or a recommendation of two or three names on the lines required.

F. M. CRUNDEN. — My own personal experience confirms Mr. Soule's remarks. I have corresponded with at least two library schools with the practical end in view of selecting assistants, and I have always found the utmost frankness and impartiality in the statements made to me. Moreover, I have, on three or four occasions, had opportunities of testing the accuracy of their statements by actual trial of the assistants. I have seen no tendency to

recommend a particular person; the relative merits of the different graduates were stated, and I was left to choose for myself. Sometimes I asked searching questions, and drew out specific replies; but I found that I could rely upon all statements made.

Miss MARY W. PLUMMER. — In the statistics given for the Pratt school the salaries mentioned were those of 1898; since then there has been a considerable advance.\* Another thing, as to library experience before graduation: in our library school there is actual practical work for the student through at least three months in the year, and the atmosphere in which the school work is done is one of daily practical experience.

W. H. BRETT. — There is one point in the report which seems to convey a wrong impression. I am entirely unable to make Mr. Dana's reference to the market for library assistants coincide with the figures in the table, which show that library assistants are very fully employed. Not long ago I was asked to recommend a librarian for a small school library. I sent to the president and board of trustees four names of library school graduates. These gentlemen did not move promptly, and within a month the graduates recommended were all employed elsewhere.

The motion of Dr. Richardson was adopted, and the report, with its various recommendations, was referred to the Council for action and later report.

F. P. HILL read the

#### REPORT OF COMMITTEE ON LIBRARY TRACTS.

The Committee on Library Tracts have to report that the first three tracts of the series outlined at the Atlanta meeting have been prepared by the committee and issued by the Publishing Section, and are submitted to the Association at the present meeting. It is hoped that they will meet in part the need for a simple and inexpensive means of answering some of the questions propounded by persons or communities desiring to undertake library development.

Four other numbers have been arranged for in the series, according to the outline submitted last year, and the committee have been in communication with persons who seemed especially qualified to handle the several subjects included. In every case their applications have met with

\* The statistics originally presented are revised in the report as printed on p. 83

the most prompt and courteous response, and they desire to express their sincere appreciation of the help, in time and labor, so freely offered. This recognition is especially due to those who have made possible the issue of the first three numbers.

The Committee feel that the editorial supervision, as well as the publishing, of these pamphlets should be placed entirely with the Publishing Section, which is the natural body to handle such matters for the Association. The Committee have been in communication with the Publishing Section throughout this work, and appreciate the interest and support given them by the Section officers. It is believed that the work comes properly within the province of the Section, and it is therefore recommended that the committee be discharged, and that the succeeding numbers in the tract series be placed under the direction of the Publishing Section.

HELEN E. HAINES.

MARY W. PLUMMER.

FRANK P. HILL.

*Voted*, That the recommendation be referred to the Council for action.

Secretary CARR read the

REPORT OF COMMITTEE ON PROVIDING CHEAP  
POSTAGE FOR BOOKS.

*To the American Library Association:*

The committee appointed by the Association at Atlanta upon the subject of the cheap library post beg leave to submit the following report:

Much earnest effort has been made during the past year to secure the passage of a bill covering the desired legislation. A statement of what has been done will be found in the report of Mr. W. Scott, secretary of the library post, which accompanies this report. The committee have given their support to the movement as representatives of the Association, but they have not felt justified in openly working for the accomplishment of the purpose because of the somewhat restricted authority given them by the Atlanta meeting.

They believe thoroughly in the benefits to be obtained by libraries in a cheap rate of postage for the carriage of books, both between libraries, and between the library and the individual, and they further believe that the American Library Association should take a definite stand in its favor, and place a committee in the field to represent it in fully co-

operating with the New England Education League and other interests for the passage of the desired legislation.

Your committee therefore earnestly recommend that the American Library Association at this time pass a vote fully endorsing the movement and authorizing the appointment of a committee to represent the Association in an active effort in its favor.

For the Committee,

ARTHUR H. CHASE,

*Chairman.*

A report from the New England Education League was appended to the committee report. This included expressions of approval of the effort from public men, librarians, and others; a copy of the bill, "To establish a library post" (H. R. 7513);\* and a statement of what had been done by the League to secure the passage of the measure. A hearing on the bill was given in Washington, on Feb. 27, 1900, at which members of the League and of the A. L. A. committee were present. While the bill remained unchanged, various modifications in radius of carriage or in amount of rate were suggested and discussed. The League report was not read, but filed for reference.

W: E. FOSTER.—I have been asked to present the following resolutions:

*Resolved*, That the report and the action of the special committee for Providing Cheap Postage for Books be approved, and that such a committee be again appointed this year.

*Resolved*, That the American Library Association approves of the Bill to Establish a Library Post (H. R. 7513), now pending before the Congress of the United States, and desires that it may be enacted into law.

*Resolved*, That a modification of the postal laws of the Dominion of Canada, in the direction of the said Congressional bill to establish a Library Post, would be favored by this Association.

It was *Voted*, That the report of the committee and the resolutions presented by Mr. Foster be referred to the Council for recommendation to the Association.†

GEORGE STOCKWELL read the

REPORT ON GIFTS AND BEQUESTS.

(See p. 92.)

MELVIL DEWEY.—I move that the Committee

\* This bill was printed in *Library Journal*, Feb., 1900, p. 68.

† At a meeting of the Council it was voted, after full discussion, to lay this matter on the table. See *Transactions of Council*, L. J., June, 1900, p. 293.

on Resolutions be instructed to report a suitable resolution, before the close of this meeting, recognizing, on behalf of this Association, Mr. Carnegie's great services to public libraries. If, ten years ago, any one had suggested that one individual might give ten million dollars to libraries, our enthusiasm would have known no bounds; we would have worked unceasingly to bring such a thing about, and the time would have been well spent. Now the thing has come to us; not only have libraries been developed and strengthened all over the country, but Mr. Carnegie has made it possible for the Association to send some of its best librarians to Paris to represent us there. It seems to me this meeting should put in good vigorous English its appreciation of the work Mr. Carnegie has done for public libraries.

*Voted.*

Miss M. E. AHERN. — I would urge that the Executive Board act on the recommendation regarding gifts and bequests made two years ago by Miss Hewins, and now repeated by Mr. Stockwell. There are many gifts made to libraries throughout the country which are not reported in the library periodicals. The people making them are in the main modest people, but they should receive recognition.

Secretary CARR. — I move as a recommendation to the incoming Executive Board, that a more systematic method of gathering statistics of library gifts, as suggested in the report on gifts and bequests, be formulated by the board.

MELVIL DEWEY. — I would move as an amendment, that the A. L. A. request each state association to furnish an official list of the gifts and bequests of that state, and to be responsible for its accuracy; and that the Executive Board appoint a special reporter on the subject in states where there is no library association.

Miss AHERN. — The officers of the state associations change from time to time, and what is the business of a half a dozen people is hardly ever accomplished satisfactorily. Why could not each state association appoint some person to make up the report for that state?

The amendment was lost, the motion of Mr. Carr being carried.

#### REVISED CONSTITUTION.

President THWAITES. — A year ago, at the Atlanta conference, there was adopted by the Association a series of amendments to the old constitution, in the form of what is substan-

tially a new instrument. Under the rule for amending the old constitution it is necessary that this new constitution be adopted by two successive conferences. Having been adopted by the necessary vote of the Atlanta conference, and due notice of the fact that the matter will come up at this conference having been served upon each member, in the Supplementary Handbook issued in connection with the notice convening this meeting, the question of ratifying the new constitution is now properly before the Association. Such ratification is essential before it can go into effect.

W. C. LANE. — If the Association is ready to receive it, I should like to offer a report from the committee on that subject.

Pres. THWAITES. — The report will be received.

W. C. LANE. — The chairman of the Committee on Revision, Mr. Crunden, asks me to report on behalf of the committee, because the proposed amendments were referred through me to legal counsel in the state of Massachusetts, where the Association is incorporated. Professor Wambaugh, of the Harvard Law School, and Mr. James P. Parmenter, of Boston, a member of this Association, were asked to examine the constitution, as adopted, and report whether there were any points which did not conform to the laws relating to corporations in Massachusetts. They suggest two points. The first is the statement in the first section of the object of the Association. As stated in the original constitution of 1877, reference was made to the libraries "of 'the country,'" meaning the United States; the corresponding section in our present constitution refers to libraries in general; and in the amended constitution to the libraries "of America." A change has been made in the statement of the object of the Association. There is no objection to this change, but it makes necessary a formal notice to the Commissioner of Corporations in Massachusetts, and the filing of a certificate in regard thereto. The second point to which our attention has been drawn is section 6, in which provision is made for revision by the Association of action taken by the Council, which, you will remember, is charged with most of the business of the Association, so as to save time in the general meeting. Section 6 provides that the action of the Council may be changed or revised by the Association by a two-thirds vote. Mr.

Parmenter advises that this may cause trouble in the future, since, under the laws of Massachusetts, in corporations of this kind the majority of members present at a meeting, and voting, have the right to decide the policy of the association, and their action should not be limited to the requirements of a three-fourths vote.

The Executive Board, however, recommends that the constitution be adopted as a whole now, without amendment, because if amendments are made now, previous to the adoption, this would prevent the adoption of the whole, and the matter would have to lie over for another year. But if it is adopted now, any amendments can be presented later, and be discussed and voted upon at our next meeting. Therefore, in spite of this flaw, which we are advised may cause us trouble, I am authorized to say that the Executive Board recommends that action be taken immediately.

H. L. ELMENDORF.—I would like to ask, if this constitution is adopted as a whole, without amendment, at this session, when does it go into effect? Does it govern this meeting, or does it take effect at the end of this meeting? I think the question should be clearly stated and decided. Certain things which in the constitution are referred to the Council are, under the old constitution, decided by the Association. I refer to the decision as to place of meeting for next year; and as there is an invitation to be presented from Buffalo, I am very much interested.

Pres. THWAITES.—Of course it is impossible for the Association to lapse. The chair is of the present opinion that as soon as the constitution is adopted, and the Association takes action under it,—that is to say, elects officers under it—it comes into force. Until then, the chair is of the opinion that we are doing business under the old constitution.

Mr. ELMENDORF.—Will the chair please make a definite ruling under that decision, as to who decides this year where the Association's next place of meeting shall be.

Mr. LANE.—Under the president's decision in regard to the new constitution going into effect when officers are elected, I propose, as soon as the vote is passed, to present a motion that the present officers and members of the Executive Board and Council, as at present constituted, shall at once assume the duties

assigned them by the new constitution. Such assumption of duties will be necessary in order to carry out the provisions for the election of officers at the end of the present session.

Pres. THWAITES.—The Association, in its present organization, would continue until the new organization was qualified, which event would take place either upon the election of officers under the new constitution, or upon the adoption of a resolution similar to that suggested by Mr. Lane.

Mr. CRUNDEN.—I approve the resolution. I think it will simplify matters to have the new constitution go into force at once, and to have official functions assumed and executed by the present Council and Executive Board.

Pres. THWAITES.—Such a disposition would leave the Council as now constituted, to judge of the next place of assembly.

Dr. STEINER.—I move that the constitution be adopted without amendment. *Voted.*

W. C. LANE.—I move that the Executive Board and the Council, as at present constituted, at once assume the duties assigned to these bodies by the new constitution.

Miss AHERN.—I rise to a point of order. It seems to me in parliamentary usage, that a body acting under a constitution cannot change to a new constitution until that meeting adjourns; or, that the new constitution does not take effect during the continuation of this meeting.

Pres. THWAITES.—Does Miss Ahern mean until the adjournment of the entire meeting, or of this session?

Miss AHERN.—The entire meeting—this year's meeting.

Mr. ELMENDORF.—I shall be glad to see the resolution pass and the constitution take effect at once; but having looked into the matter a little, I believe Miss Ahern is right.

Pres. THWAITES.—After consideration of the question, and with a view of bringing matters to a head, the chair will rule that, upon the passage of the vote of ratification, we at once were acting under the new constitution. Does Miss Ahern appeal to the house, from the decision of the chair?

Miss AHERN.—I do not.

Pres. THWAITES.—The chair thus rules, through no desire to be arbitrary, but simply to expedite business.

Mr. DEWEY.—Is there any reason why we should adopt this course just now?



Pres. THWAITES. — A number of important matters are pending; much confusion will arise, as well as apparently unnecessary labor, if we do not at once get to work under the new constitution.

Mr. DEWEY. — Is the new Council in power now?

Pres. THWAITES. — The new constitution is in effect; and such being the case, the old Council and Executive Board have, until their successors are qualified, the authority appertaining to them under its provisions.

Mr. Lane's motion was then adopted.

Adjournment was taken at 12.50.

### SECOND SESSION.

(WINDSOR HALL, THURSDAY EVENING, JUNE 7.)

#### THE PUBLIC MEETING.

The meeting was opened at 8.30 by President THWAITES, and Secretary CARR then read the following cablegram received from

THE LIBRARY ASSOCIATION OF THE UNITED KINGDOM.

"Library Association sends hearty greeting to Canadian and American brethren and sincere wishes for successful meeting."

Mr. CARR stated that the L. A. U. K. had been earnestly invited to send representatives to the Montreal conference, and that Dr. Richard Garnett had expected to attend, but had been unable to do so. Finally Miss M. S. R. James had been requested to act as the representative of the English association.

Mr. THWAITES then delivered the

PRESIDENT'S ADDRESS.

(See p. 1.)

Sir MELBOURNE TAIT, Acting Chief Justice, of Montreal, responded in an address of welcome.\* He spoke of the breadth of view of any organization that had such a motto as the motto of the American Library Association, and touched briefly upon the difference between the librarianship of to-day and that of even a few years ago. He spoke of the close relationship which had developed between libraries and schools in the last few years, and said that it seemed to him no more necessary to plead for the educational value of the public library than for that of the public schools. The power for good that lay in books which offered companionship with the wisest and greatest men of all

ages was touched upon, and in conclusion the speaker pointed out the great need there existed in Montreal for a public library to which the citizens might look to with as much pride as they did to McGill University.

Dr. JAMES K. HOSMER spoke on BROTHERHOOD AMONG ENGLISH-SPEAKING MEN.

Almost the last matter to which I gave attention before I left home was the renovating and rehanging of an old picture, more than 90 years old. It was a portrait of my great-grandfather, who on the early morning of the 19th April, 1775, was in command of a company of minute men at the north bridge at Concord, and according to tradition, had much to do with the obstinate resistance offered to the regulars of George III. In fact, if tradition speaks true, my great-grandfather was one of the most truculent and remorseless tail-twisters that the British lion encountered on that memorable day, when the American Revolution began; and I think, perhaps, it may seem to some an unfortunate selection on the part of the program committee that the descendant of such a man should have been chosen to speak here to-night on the "Brotherhood of English-speaking men." Let me hasten to say, however, that whatever may have been the temper of my great-grandfather, I myself am not a tail-twister. Among the wild animals I have known there is no one more meritorious, in my opinion, than the British lion. I think the British lion, 125 years ago, was a very good fellow, although he made a mistake in going contrary to his own principles and exacting taxation without representation.

In order that I may make it still more certain that I am not a tail-twister, I may, perhaps, be permitted to say that I am the author of a life of Thomas Hutchinson, the last royal governor of Massachusetts Bay before George III. undertook to solve the knot of his perplexities by the sword of a soldier. My biography is a respectful—indeed a laudatory consideration of Thomas Hutchinson. It has not often been the case in the States that a man who took the Tory side has been respectfully treated by his biographer.

The name of Thomas Hutchinson, almost forgotten as it is, is one that may well be remembered when the topic for discussion is the "brotherhood of English-speaking men." Born in the year 1711, of an eminent and well-

\* Not furnished for publication.

to-do family, he had scarcely passed his boyhood when he entered public life. He was selectman of Boston and a member of the House of Representatives at 26. He soon became Speaker of the House, and passed into the Council, the highest body of the Legislature. He became judge of probate, chief justice, lieutenant-governor, then governor. He could go no higher in those provincial days. In every position in which he was placed he showed himself to be a man of worth and of first-rate ability. He was an admirable administrator, and he is still remembered as one of the best of Massachusetts chief justices. As a financier in an age which was given over to a craze for irredeemable paper money, he showed himself to be a wise and level-headed statesman, and he saved his province from ruin. In fact, up to the time of the Stamp Act, in the middle of the 18th century, he was the most illustrious figure in the western hemisphere. How does it happen that a name so fine should have become overswept by oblivion and is scarcely ever mentioned except with obloquy? It came about in this way: as regards the Stamp Act, he was as severe in his condemnation as his Whig opponent, but he felt that the grievances did not justify separation. This was the relation in which he thought the dependency and the mother country should stand: let a supremacy in the British Parliament be recognized in all imperial concerns; that having been recognized, let it retire into the background; then let the colony, in all affairs which strictly concern itself—in all but imperial affairs—be perfectly untrammelled and independent. In other words, the position which Thomas Hutchinson occupied was precisely that which in the British Empire has come to be taken at the present day; and so far as I know, he was the first man who saw the way in which the empire should regulate the matter of its dependencies. That was the ground he took, and the story is a pathetic one. He became discredited, was driven into exile, and died of a broken heart in a strange land; and he has been remembered since simply to be cursed in the country which bore him.

But although I feel the position which Thomas Hutchinson took was that which in those days a wise and level-headed statesman might easily take, I don't think he was right as regards England and the Thirteen Colonies. If I may be permitted to use a homely illustra-

tion, in the Northwest, where I live, I am quite familiar with the bob-sled of the lumberman. With a heavy weight of timber pressing from above and the inequalities of the very rough road beneath, if the vehicle which bore the burden were in one frame, it would be at once racked to pieces. What does the lumberman do? He divides his frame; he puts a pair of runners before and a pair of runners behind, and then he connects the two by an appliance always yielding, but never parting; and so it is the heaviest burdens are borne and the roughest inequalities of the road surmounted. When a people becomes vast, the political constitution which is suitable for it should be like the vehicle of the Northwestern lumberman. In this magnificent Anglo-Saxondom, 130,000,000 strong to-day, no one political frame would suffice. Think of the width of the diffusion; think of the complexity of relations; think of the variety of interests! The political constitution should be in two frames.

It is well we have the British constitution and the American constitution; alike but separate. It is well we have them; but let us see to it that between the two frames there is the essential link. And what should that link be? Some have said it should be a Court of High Commission, a Board of Arbitration. Well and good; but essential to that link is the sentiment of brotherhood among English-speaking men. That should be the main thing. And how easy it ought to be for that sentiment of brotherhood to be felt! How many things we have in common! Our heroes we have in common. Go back to those fine old forefathers, whom Tacitus describes two thousand years ago in their folk-motes in the forests of Germany, upholding popular sovereignty. They belong to us as much as they do to you. Think of Alfred, a thousand years ago, and what he did in behalf of Anglo-Saxon liberty. He belongs to us as much as he does to you. So do Stephen Langton and the barons of Runnymede, in 1215. So, too, Earl Simon and the knights of the shire, the founders and maintainers of the House of Commons. So, too, Cromwell and the Ironsides. They are all ours as much as they are yours. And, on the other hand, Washington and Lincoln are heroes of the same series. And they belong to you as much as they do to us; for they were heroes who strove and died that government of the people, by the

people, and for the people might not perish from the earth. And that popular government is as precious to you as it is to us. Then, too, we have the bond of a common tongue, of a common literature; we regulate our disputes by the same common law; we worship God by the same religious rites. Why should not love prevail? As Gladstone said in his fine couplet:

"If love unites, wide space divides in vain,  
And hands may clasp across the foaming main."

If hands may clasp across the Atlantic, it ought to be more easy for hands to clasp across the St. Lawrence and the great lakes.

I feel, sisters and brothers of the American Library Association, that our meeting in Montreal is not without significance, looking toward this matter of the brotherhood of English-speaking men. We are representatives of an important interest, an interest the importance of which is every year becoming more fully recognized. We have been glad to come across the border to you. Sir Melbourne Tait tonight, and Principal Peterson this morning, made us feel you were glad to have us come. I stayed away from the trolley ride this afternoon to read the noble address of Principal Peterson, delivered four years ago in New York, upon the same subject upon which I am speaking to-night. He thinks just as I do. I have a strong fraternal feeling toward him to-night. He came to this country within a few years; I came to this country 265 years ago. But we stand together; I feel just as he does, and I hope a great many people in Canada feel as he does. So far as I know, no one of us wants to absorb Canada; and I hope nobody here, no Canadian, wants to conquer the United States. Let both go forward, separate. Following the example of the vehicle of the lumberman, let each have its political constitution; but let us by all means have the link — let us have the sentiment of brotherhood. Our coming together is a step in that direction; and I am sure we are glad to be among the steppers.

Miss C. M. HEWINS spoke on

#### WORK WITH CHILDREN: WHAT LIBRARIES HAVE DONE AND ARE DOING.

Library work *for* children is not new; library work *with* children, even, is not entirely an outgrowth of the modern library development. Just as there have been born teachers who never heard of Froebel and Pestalozzi and Her-

bart, teachers who have known how to stimulate "unselfish activities" and "proceed from the known to the unknown" by natural instinct and rare common-sense, so there have been librarians in little country libraries who, through their own love and knowledge of books, have taught children to love and know them also.

Personal contact and influence in a small library are worth as much as in a small school, but in a great library where work must be divided into departments, organized, systematized, children's needs must be provided for as carefully, as wisely, as economically, as the needs of the grown-up public.

The New England country library of a hundred years ago gave tight-jacketed and high-hatted little Lemuels and Josiahs the privilege of taking home "Sandford and Merton," Croxall's *Æsop*, and Berquin's "Children's friend," but denied the use of its shelves to scant-skirted and big-bonneted little Eunices and Roxanag, their sisters, who could only look on enviously and read snatches of the books not in use by their brothers or bespoken by Joel or Japhet the next time the library should be open. The scattered relics of country libraries are found in country attics, but no one knows how many of them there are except a collector of old books and book-plates. They fell into disuse early in this century, and the next step in the evolution of libraries in which children had any part was the school libraries of the thirties, some of which are extant with many volumes missing. The Young Men's Institutes and Mercantile Libraries, while they did not recognize children as a class were full of good hunting for an omnivorous boy or girl, a species which has almost died out. The treasures of these libraries began to be passed by unnoticed after Sunday school books were written by the thousand, and also after the establishment of many public libraries in large towns and cities, when books called "juvenile" were bought, in series for the most part. There was an age-limit, usually 14 years, and no attention was paid to younger children. Dictionary catalogs without notes were printed, books were called for by number instead of title, and one of the favorite amusements of the library-haunting boy of the period was to write figures at random to represent book-numbers, hand them in at the loan-desk, and wait in the delicious excitement which attends a

lottery for his prize, that might be a book on cuneiform inscriptions or the Zend-Avesta in the original.

Thoughtful and broad-minded librarians soon began to discover that libraries were not doing their most and best for young readers. Equally thoughtful and broad-minded teachers also saw that public libraries were of little use unless they were made a part of the educational system of every city and town. These teachers began to make book-lists and suggest collateral reading to open the treasures of libraries to boys and girls in high schools and the grades just below them. The use of books outside text-books is now common in lower grades, and the rapidly increasing differentiation of work with children demands a separate room and a special training for children's librarians. The more one uses books with children the less demand one finds for a printed catalog, except of the simplest and most elementary form, and the more need of open shelves of convenient height, where children can browse at will, and also of books for children just beginning to read. The library of 1890 had books, and good books for boys and girls of from 10 to 14, but with a few exceptions, among which was the St. Louis Public Library, nothing for younger children. The library of 1900 has picture-books for them, and what the older boys and girls call "easy books." It recognizes that "Tom Brown at Rugby," and "Robinson Crusoe" unabridged and unsimplified, and "The daisy chain" in two long volumes, that used to be the delight of homes where books were talked about and the children's vocabulary grew larger and richer every day, are useless and incomprehensible to young folk of the same age whose English is an acquired tongue, and whose home language is Italian or Yiddish. Libraries now put on the children's shelves books in short sentences and simple words that meet such boys and girls half-way, and enable them in two or three years to read the more difficult English that you and I cannot remember ever having to learn.

The Children's Aid Society of Boston discovered that children growing up in tenement houses knew nothing of the Public Library or its branches, and formed little home libraries of a dozen or twenty books, to be kept in a neighborhood until read, then moved and replaced. The personal influence of the visitor who has these libraries in charge makes for

good care and intelligent reading, and by-and-bye, when boys and girls are ready to become full-fledged library applicants, they understand how to treat a book and how to get the most from it. In many of the eighty or more college and social settlements in this country the same small library and personal knowledge of the librarians of every child's character and needs is one of the most valuable of the settlement influences.

Schools have a direct connection with children's work in libraries, not only in reading with lessons, but in the sets of fifty or a hundred copies of a book which the library sends out from school to school for reading in class or in study hours. The custom of circulating school duplicates is growing not only in cities, but in the smallest and most remote country towns, where half a dozen copies of a book are sent from one district to another. The small libraries which receive yearly grants from at least one New England state, often ask in their approval lists for a number of school duplicates.

The children of an earlier day were given to moralizing and introspection. The motto on the sampler of a girl of nine was:

"How vain are all things here below, how false and yet how fair;

Each pleasure has its poison, too, and every sweet a snare,"

or something else as cheerful, but on the walls of the first sunny and attractive room for children that I ever saw in a library, is Stevenson's couplet:

"The world is so full of a number of things,  
I am sure we should all be as happy as kings,"

and the use of books as one of the many sources of happiness is emphasized in the training of children's librarians. In all work with children, however, while liberty should be allowed as far as possible, there is danger that well-meaning benevolence will let it degenerate into license. A friend of mine, a children's librarian, told me that the women of the association which employed her insisted that the children should be governed by kindness alone. The consequence was that they laughed her to scorn, sang songs and smoked cigarettes in the library, broke windows and furniture, and gave false names. As soon as she could find out the true names of the ringleaders, she closed the library one day, went to their homes, and in

the name of the Gerry Society told their fathers and mothers that unless the children behaved better the society would take them away on account of hurtful home influences. The result was an immediate reformation, lamb-like docility on the part of the children, and great admiration on the part of the "kind ladies" for the librarian's magnetic influence, the tactful methods of obtaining which she did not explain.

A course of training for children's librarians has been formulated by the New York State Library School, Albany, and also for Pratt Institute, Brooklyn. Other library schools and training classes are also giving attention to this part of library work. The qualities which a children's librarian needs were well summed up by Miss Annie Carroll Moore, librarian of the children's department in Pratt Institute, in a paper read at the Lakewood-on-Chautauqua Conference of 1898. She lays emphasis on the fact that in order to have an intelligent knowledge of the best books and pictures for children, one must have had such books and pictures as dear and familiar friends from one's own earliest childhood. She adds, too, that one must not have strayed too far from childhood to forget one's own childish likes and dislikes.

The Pratt Institute course of training requires, besides a year in the general library course, a certain amount of kindergarten work, and the study of children's books, divided into classes. A children's librarian has to know what the best books are on every subject, and not waste her own time and a child's by recommending out-of-date authorities in elementary science and history, poor stories, and untrustworthy biography. There are lessons in the preparation of picture-bulletins, in adapting material already in print to the understanding of children, in the work of libraries and schools and in library extension through travelling collections of books and pictures.

The Albany school course in library work for children includes lessons in psychology and ethics, the principles underlying the work, and various details of administration, with work outside the library, such as the organization of library leagues for the better care and more intelligent reading of books, and the study of boys' and girls' clubs and settlement libraries. The principles of selection

of books and the choice of editions are studied in both schools.

The relations of a librarian with children lead to a knowledge of their home-life, and in at least one library a part of the time of the children's librarian is spent in visiting mothers, in order that they may understand the difficult problems of fines, applications, signatures, and other necessary restrictions. The personality of a children's librarian is of the greatest importance. She should be gentle and quiet in manner, but should have an inexhaustible fund of energy, vitality, and resourcefulness, should be sunshiny, blest with a sense of humor, and not too far above children's heads. No broken-down teacher, with a formal manner or "school-ma'am air," no kindergartner of the aggressively "sweet" type can hope to succeed in a children's room. The children's librarian should be a good story-teller and story-chooser, for the old art of story-telling has been revived in children's libraries. She must have the dramatic faculty to a certain extent, to hold children's attention, and most of all, in the words of one of the best of children's librarians, she should be "clean and cheerful and not use long words."

JOHNSON BRIGHAM spoke on

#### THE TRAVELLING LIBRARY MOVEMENT.

Just what is the travelling library?

Singly, it is a case of books, usually 25 or 50 in number, selected and cataloged for use in small communities and clubs.

Collectively, the term is applied to a system of circulating these books, sending them from some central library to individuals, clubs, and associate libraries in communities roundabout.

In the distinctively library states, without exception, the service rendered by the state is free; the charge for the travelling libraries sent is nowhere in excess of the bare cost of transportation; and the library commissioners as such draw no salary and make no charge for their services or for those of their representatives.

Fifteen states have some form of library commission, and in every one of these the commission either operates or promotes the travelling library.

These free circulating libraries are operated in some form in 35 states of the union, and in eight of these they are operated by the state librarian or a state library commission — most successfully by a commission.

All this in seven years! During the last three years of the travelling library movement over a hundred associate libraries established by the state have developed into self-sustaining free public libraries, and hundreds more are fast moving toward that goal.

Why should the state take on the burden of circulating books among the people, and of aiding communities in the founding and up-building of public libraries?

A general answer may be given in the words of Emerson: "The smallest acquisition of truth or energy, in any quarter, is so much good to the commonwealth of souls."

I need not stop to prove to this audience that the smallest free public library, whether temporarily or permanently housed, is a large acquisition of both truth and energy, and therefore clearly for the highest good of the commonwealth.

The reasoning by which the state was induced to foster and supervise our public schools, and to own and control normal schools, state colleges, and state universities, has prepared the public mind for the claims of the public library.

I am gratified to find that most, if not all, libraries in our great cities look with more or less favor upon this travelling library movement. But I find that not a few city librarians still regard it as something remote and apart from the larger library movement, part of which they are. I would remind these that out of the new conditions of our time is coming an era of closer interrelation and interdependence between city and country. And this not in trade alone. Any pulsation observable at the heart of a great city, finds quick response in the remotest regions round about. The heaving restlessness of "the other half" in our large cities, the murmurs from the slums, the frequent outbreaks of organized labor against organized capital, all this and much more would be appalling but for that stream of fresh, vigorous, reassuring life which continually surges in from the country to the city. The thoughtful and the fearful in our great cities are more than ever before looking to the prairies and the hills whence comes their strength. This library movement for the improvement and ennobling of country and small community life is clearly a movement for the city's betterment as well; and, in the ratio of

time and money spent in developing it, no library in the city can show such speedy, far-reaching, and beneficent results.

Adjourned at 10.40 p.m.

### THIRD SESSION.

(CONVOCATION HALL, PRESBYTERIAN COLLEGE, FRIDAY MORNING, JUNE 8.)

THE meeting was called to order by President THWAITES at 10.15.

C. W. ANDREWS spoke for the

COMMITTEE ON HANDBOOK OF AMERICAN LIBRARIES.

The report I have to make is based on a telegram from the chairman of this committee, Mr. Teggart, who sends two recommendations which he wishes presented to the Association. One is that power be given to the committee to have the handbook printed, provided that enough subscriptions at \$3 a volume can be raised to cover the cost of publication. The other is that the expenses of the committee be allowed from the treasury of the Association. Mr. Teggart also wishes me to apologize to the Association for the delay in making a formal report, which will be submitted later; the reason for the delay has been his recent illness.\*

*Voted*, That the recommendations of the committee be referred to the Council for consideration.

After local announcements and the presentation of several invitations, made by C. H. GOULD, the meeting resolved itself into a session on

### LIBRARY WORK WITH CHILDREN.†

Miss MARY W. PLUMMER, who presided, as vice-president, called the meeting to order at 10.45. She said:

In the two hours assigned for the treatment of this, to us, vast subject of the work that libraries may do for children, we cannot digress into the many channels for extending the work outside the walls of the library. The work of libraries with schools and the subject of home libraries have been more or less discussed for some time past in our professional periodicals, and the committee therefore de-

\* Specimen pages of the proposed Handbook of American libraries, covering Rhode Island, were later received and distributed among those present at the meeting.

† A meeting of the College and Reference Section was held simultaneously in one of the smaller rooms of the college.

cided to confine its program to the work that may be done within the library. Believing, also, that an ounce of experience is worth a pound of theory, it has put the ten-minute papers into the hands of librarians who are actively and directly interested in the work with children, who can tell us what they have observed and learned, and what they have found it wise and expedient to do. With them, the movement (if so it may be called) has passed the first stage — all enthusiasm and effervescence; they have begun to cope with the lions in the path and to find them substantial ones, but they have not lost their enthusiasm; it is simply working subterraneously. They have begun to look for themselves into the quality of their books and magazines, to consider their methods and ask if the accepted ones are really best for children, to ask the help of agencies other than books to unlock the world of books, and to regard children not as miniature adults, but as a race by themselves, to be studied carefully if one would be of real service to them.

#### Papers on

##### METHODS OF INDUCING CARE OF BOOKS

were read by Miss MARY E. DOUSMAN (*see p. 60*) and W. E. FOSTER (*see p. 63*).

W. H. BRETT. — The work for children in our libraries, like many other of our best things, is woman's work. To them it owes its inception, its progress and present measure of success, and its future is in their hands. Nevertheless, we who are not actively engaged with the children may do much to secure this branch of our work appreciation, support, and opportunity. While I cannot hope to add much of value to Miss Dousman's eminently practical and interesting paper, I am glad of the opportunity to emphasize one of its teachings, namely, that the efforts we make to secure the proper care of the books in our children's rooms have a double purpose: first, of course, as throughout the library, to prevent the abuse of the books; but, second, and of great importance also, to instruct the children in the proper way of using and caring for them. Miss Dousman has suggested that it is usually the older people who commit the atrocities, that the injury of books by children is largely due to ignorance and lack of training rather than to intention, and I believe that the observation of others will bear this out. If this is true is it not

worth while to patiently instruct the children who come into our libraries in the proper way of handling books, and while endeavoring to keep the loss and injury as small as possible, accept a certain amount of it as an inevitable part of the cost of educating the children?

A children's library established in the poorer part of any of our large cities will certainly suffer from the soiling and injury of its books, but if it can train the children gradually to keep books clean, to use them properly, and to take pride in doing so, the cost of the books injured is compensated for and the second year of the library is likely to be better than the first.

I know one little library opened only a few months ago in one of the poorest neighborhoods of a large city. Of course the children came at first with dirty hands and faces, but they soon felt the quiet influence of the tactful woman in charge and clean hands and faces became the rule. The library had only been open a few weeks when one day a woman came in with a shawl over her head, walked up to the librarian's desk and said: "Say! I don't know anything about libraries, but I just want to tell you that this is the first time I ever saw the kids on this street with their faces clean." Such a library is doing a civilizing work. It seems worth while to spend time and money to teach such children to use books, even if some are soiled and spoiled in the process.

Of course this second purpose of instruction applies mainly in the children's room. In other departments we watch the books merely for their safety, and the mature vandals who are capable of injuring them should be prevented, or, if detected, have an exemplary punishment inflicted. They are beyond the age of instruction.

Miss ABBY L. SARGENT read a paper on

##### CHILDREN'S BOOKS AND PERIODICALS.

(*See p. 64.*)

H. M. ELMENDORF. — To say that this subject is near my heart is expressing it mildly. I think I have spent more time on the children's department and the selection of children's books for the schools than on any other department of our library, even with its great needs of organization to make it free to the public.

Miss Sargent has treated particularly of works of fiction, but her general remarks apply to

all classes of literature. Especially in the field of history I feel that good children's books have not been written. I don't believe in teaching history in words of one syllable. I don't believe in writing down all great books, but I do believe that history can be taught with the same advantage, and at as early an age, as fairy tales and myths. Talent seems to have been expended upon the imaginative side in our writing for children, when, it appears to me, it might just as well have been expended upon teaching and imparting a general knowledge of history. That good histories have not been written is shown when we turn from the history of our own country to general history, and to the history of England. I don't think any book has ever been awaited with so much interest, and will be so gladly welcomed, as Larned's History of England, which is to appear in the fall. I would like to say that this field of writing history for children, and writing good books on science and useful arts, offers one of the most profitable fields for writing. If we could impress upon people that immediately a book suited to our wants for children's rooms and school work is issued, at least 10,000 copies will be taken up by the public libraries of the country, it seems to me that we could tempt our best writers to enter this field. We don't want poor English, especially in connection with history and science. What we need is to teach children the love of books and the love of literature, and to enlarge their general view, rather than to impart definite information; that comes from the text-book, which is an entirely different thing.

Another thing I want to say is, do include in all your children's collections, and in all collections in connection with work in the schools, a large proportion of the right kind of poetry. I think nothing pays so well; nothing imparts that love of books and of good literature so fully as giving children the right kind of poetry; and don't think you have done this when there is simply something in the title of the book that would indicate that it is for children. When the emotions of the parent are expressed in poetry, it is poetry about children, but not *for* children. Give them the poetry of action, nine-tenths of which can be pictured or acted, and you will do more to inculcate the love of good books than by any other way. You will be surprised to see how the children will take such

books and enjoy them. The good books of poetry in our school libraries have been read more than any other class. Let the science be true science; let the imagination work if it will; let the nature study be in simple words for young children; but let it be still as good, true, and pure science as if written for adults.

Miss C. M. HEWINS. — I have been asked to give you, as my part in this discussion, some of the children's comments on books which Miss Moore and I have collected for publication. You may remember that at a conference several years ago, Mr. Bowker, of the *Library Journal*, suggested that a list of books for children, annotated by the children themselves, would be a valuable contribution to bibliography. I had then a collection of comments, and Miss Moore sent to the *Library Journal* a request for others, with a formula for recording them. We have received a few, but not as many as we should like to have.

It is hard to get a child's real opinion of a book. I have read hundreds of papers which are absolutely worthless. The sentiments, "I like little Eva because she is kind," and "I like Deerfoot because he is brave," become monotonous after one has heard them more than a dozen times. Children often think that they are expected to say something, and say it. Last year I printed in our library bulletin a remarkably good letter from a little girl. She said, among other things, "Alice [in Wonderland] had queer dreams, and I like her dreams even if they were not true." In this year's letters, at least ten children have consciously or unconsciously copied that sentence without meaning to plagiarize.

Miss Moore asks for comments on cards of uniform size, with title, author, comment, and statement of age, sex, and nationality of the child, and remarks by the librarian. Reports are of no value unless some record is made of the child who writes them. The point of view of a tenement-house boy or girl is very different from that of the child of a college professor.

Some of the comments which we have collected and filed are:

"Adventures of a brownie," by Mulock.

*Comment:* "I like it because it is so full of fun." Age, 9; sex, girl; nationality, American.

"Alhambra," by Irving.



*Comment:* "I read most of the Alhambra, but I didn't like it, because Washington Irving used so many big words." Age, 13; sex, girl; nationality, American.

"Aztec treasure-house," by Janvier.

*Comment:* "Even the dry parts of this book are interesting." Age, 11; sex, boy; nationality, Scotch-American. *Remarks:* This boy had just finished the Franconia stories and the Rainbow and Lucky stories.

"Bodleys in Holland," by Scudder.

*Comment:* "Yes, I like to travel, but I don't like to go round with that kind of a crowd." Age, 13; sex, boy; nationality, American.

"Bow of orange ribbon," by Barr.

*Comment:* "I like romances because they give sort of an introduction to a young girl's life." Age, 12; sex, girl; nationality, American.

"Boys' book of inventions," by Baker.

*Comment:* "I never read a better or more interesting book. I read most of the stories two or three times. I think the liquid air and gasoline carriages will be most used." Age, 13; sex, boy; nationality, Jewish.

"Ellen Linn," by Abbott.

*Comment:* "Because Annie Linn didn't freeze and had a roast apple in a clean teacup." Age, 9; sex, girl; nationality, German Jew.

"Elsie books," by Finley.

*Comment:* "I think Elsie was made too good and some of her relatives too bad." Age, 13; sex, girl; nationality, German-American.

Mrs. S. C. FAIRCHILD.—I should like to make one point as briefly and clearly as possible. Perhaps I can best make it by relating two homely incidents within my observation. We have a little neighbor, a boy of about 12 years, whose father is a bookkeeper, of average education, but very fond of reading. He is distressed because the boy hates to go to school and cannot bear to read, and he tries to coax him by giving him books. As a student of library work for children, I studied the boy and brought him home books that are usually alluring to children, but they were of no avail. Clearly, I must watch him a little more closely. I found that he was of a mechanical turn of mind, and that his play consisted in making things, mostly toys, boats that would float, and

wagons to which he harnessed his dog and rode to the grocery store for his mother's errands. He spent his pocket-money—there was not much of it—in material to make these toys. It is a very good test of what a boy is interested in to see what he spends his pocket-money for. He had a Christmas present last year which began to show him the possibilities of electricity in the line of toy-making. Here was my chance. I brought him a book on electricity, from a list compiled by an expert, recommended by a librarian, and also read by a boy friend of mine, who is interested in electricity. This time, instead of calling on the boy and offering him the book, I left it on our study-table. Presently he dropped in, picked up the book and began to read it, and asked if he could not take it home. We said we might want to use it, and he went out to play, but in about an hour he came back and began to read it again. He could not keep away from that book any more than a moth can keep away from a candle. Of course, then we allowed him to take it home; he read it and made things out of it, and asked his father to buy him a book which he had noticed on the advertising pages. For the first time in his life he had found out that there was something inside the covers of a book that related to his life and interests. It seems to me that this incident gives at least a strong hint of the reason why our public libraries are not more universally used. In 1895 I took the statistics of a score of the public libraries of the country offering the best facilities, comparing the number of inhabitants with those using the library, and in almost every city there were only 20 per cent. of the people using the library. Mr. Dana has been telling us that our public libraries are used only by the professional classes, by women and children. There is at least enough of truth in it to make us all feel uncomfortable.

Incident No. 2—I am in the habit of taking home to my maid-of-all-work in the kitchen a novel and a book on domestic economy. (She always reads the book on domestic economy first.) I took home Larned's "The hostess of to-day," and, having occasion to use it myself, went into the kitchen and found it had been loaned to a neighbor. She had come into the house to borrow something, and thought the book looked as if it had some suggestions helpful in planning a party she was giving for

her boy. When she returned it she was very much surprised to find Lemcke's "Preserving and pickling." It was a new thought to her that there were books written about such subjects, aside from the ordinary recipes for cooking. She said she was going to tell her husband that there might be books in the library which had to do with his business, that of a shoe manufacturer.

The one point I want to make is, that we ought first to find out in a broad way, and in an individual way, what the genuine, natural, spontaneous interests of the people are, and then try to find books that meet all those interests that are legitimate and right, preserving just as high a standard as has been set for us in Miss Sargent's admirable paper. Do we not usually go about it somewhat in this way: here are a lot of books which we think people ought to read; we buy them, and put them on our shelves, and spend our energy in persuading people to read that for which they have no particular desire, which somehow does not touch their lives and interests. With this plan we could use a very much higher class of literature than at present.

It is a common plan to buy books relating to the special industry of the town. Some librarians speak enthusiastically of the plan. Others say it is a beautiful theory, but the books are read by only a few people. I think it is quite justifiable to buy the books for the sake of the few ambitious workmen who will read them, but what is the explanation of the fact that they are read by so few? It does not follow that a man is intensely interested in the occupation by which he earns his bread. Find out what that particular man is actually interested in. It may be baseball, or swimming, or photography. Give him a good book on that subject, whatever it is, and he will read it.

How is this going to come about in a large way? It seems to me we are right in line for it through the idea of branch libraries, which is rapidly being put into practice. If within a mile of the home of every citizen there is a branch library, with a good children's librarian and an all-round, live, sympathetic and intelligent person at the head, the work is possible. Library work for children is not a mere sentimental idea; it is an essential part of our library work. It is important not only that we should have the right sort of chil-

dren's librarians, but that the chief librarian should have a sympathetic understanding of what the children's librarians are trying to do.

Miss ANNIE CARROLL MOORE spoke on

PICTURE WORK IN CHILDREN'S LIBRARIES, illustrating her remarks by a number of picture bulletins, some of which had been arranged with a view to bringing out the undesirable as well as the desirable in picture work. She said:\*

I am so often asked the question, "Why do we have pictures in children's libraries?" that I am going to give my reasons, which I think will be in accord with those of other children's librarians. First of all, we have pictures because we cannot get along without them; good pictures are absolutely essential if we are to have beautiful children's rooms. Secondly, pictures are of great value in their relation to the books, since by the discriminating use of them we are enabled to open more fully the resources of the children's books, not only to the children but to ourselves, the children's librarians, than we should ever be able to do by merely reading the books through. Thirdly, by the careful selection and thoughtful arrangement of pictures, it is possible to present to parents, teachers, and all interested visitors, and even to visitors who are not specially interested, the principles on which our work is based, the ideals for which we are striving, as we could not do by pages of print or hours of explanation without illustration.

The idea of the arrangement of one of our bulletins is based on the experience we have had in our children's room in trying to teach the children the use of the catalog and the printed list before transferring their cards to the main library. That the card catalog and the printed list give the same general information—the names of books and of the people who have written them, and the *kind* of a book—needs more frequent and more effective demonstration than we have yet been able to give. It will readily be seen that this idea may be modified very easily and the books listed may be on one subject with pictures illustrating the same, instead of a variety of subjects. The

\* Miss Moore had so recently presented a paper on this subject (*see Library Journal*, April, 1900, p. 159) that in this discussion her remarks were limited to such practical aspects of the subject as could be illustrated by the pictures at her command.

bulletin has not yet been tested in the school-room but it has received very favorable criticisms from the teachers and principals of two public schools. We shall begin to use these school bulletins in the fall,

A list of books for third grade pupils will, I think, be of interest in this connection. The list of twelve books appears in two forms, on the 1 size catalog card with subject headings in red ink, and on a typewritten sheet arranged like a finding list. The typewritten page is mounted in the center of a sheet of dark green paper (22 x 28 in.) with a picture of the children's room above and another below the list; the cards are arranged on either side; at the top of the bulletin sheet is the heading, "Good books for boys and girls at the Pratt Institute Library." This bulletin will be used to illustrate a general talk to the children of the grade for which it is intended, given by the children's librarian at the school; the bulletin will then be left in the school-room for a month and the teacher will be asked to report on the children's use of it. Similar bulletins will be made for other grades.

Dr. Stanley Hall, in a series of articles on "The ministry of pictures," in the *Perry Magazine*, says: "It would be a curious question for an imaginative mind to work out how far an education based upon a wise selection and a proper gradation of pictures might to-day be carried without the ability to read." That the desire to read, if not the ability to do so, may be generated and ministered to by carefully arranged picture bulletins, has been tried and proved in the experience of many children's librarians. Pictures, then, furnish us with a very potent means of beautifying, vitalizing, and expressing library work for children. It is now perfectly possible for even the smallest libraries to own good collections of pictures. We are living in a picture age. There is hardly a subject we can mention which has not been pictorially treated. Often, it must be to our regret that such is the case, as I shall endeavor to show a little later by a practical illustration. A list of the principal sources of supply, with some valuable information concerning mounting materials and the care of pictures, is to be found in an admirable little pamphlet published by the Wisconsin Commission. I do not myself feel that any one of the reproductive processes, such as the Perry prints, the Syracuse

blue prints, nor indeed all of them put together, could ever fill the place of a miscellaneous collection of clippings gathered from old papers and magazines. There is a variety and suggestiveness to the worker, in many of the old prints and woodcuts, which are reproduced in so many different ways; and there is always the joy of coming upon the unexpected in strange places. Another, and a very important, source of supply is to be found in the books which have been discarded as no longer useful for circulation, but from which very good pictures may often be taken. Such pictures may be used for picture exhibitions or bulletins, for scrap-books or for school note-books and illustrated compositions, and sometimes even for permanent pictures to hang in the room. The picture having the heading "Games to play on the green" was taken from a discarded copy of Kate Greenaway's "Book of games."

A word of explanation concerning picture exhibitions and picture bulletins will make the use of these terms a little clearer, perhaps. A picture bulletin usually presents subjects of timely, rather than of permanent interest. It may, and often does, present a miscellaneous collection of subjects, which may or may not be related to one another; it may present some one subject, and only one at a time. The latter method is preferable, I think.

The sheet of the Paris Exposition, with a companion bulletin, "Places of interest in Paris," serve to illustrate the picture bulletin, and were shown in our children's room the last week in May. The little monthly bulletin, bearing the heading "Out of doors in June," has been a source of great pleasure to many of our grown-up visitors, as well as to the children. It was started in March, and it has been very gratifying to see how many children have copied the selections of poetry. This is only part of the bulletin, which is usually placed on a table near the desk. The children bring cocoons, branches of trees, flowers, when they can get them, and we try to have the characteristic flowers of the month near by, and books of poetry are opened and placed on the table.

The picture exhibition should present subjects of permanent, rather than of transient, interest. Several subjects may be presented at a time, or one subject only may be presented, the various parts of which shall be so carefully developed, and the pictures so skillfully grouped,

either by families, as in the case of birds and animals; by characteristics, as in the case of heroic characters; by periods of time, as in the case of historical subjects, that the parts of the subject most closely related shall be brought together, or so contrasted as to suggest points of likeness or of difference. This specimen exhibition sheet, the work of one of the students in our children's course, may serve to illustrate the idea. The subject of this exhibition is "The trades," according to the kindergarten acceptance of term, the idea being to trace food, clothing, and shelter through the various steps from nature to their use by man; the specimen sheet represents the sheep in the pasture, spinning, weaving, knitting, and so on. Other sheets of this exhibition represent mining, farming, the building of a house, etc.

Both the picture exhibition and the picture bulletin should be accompanied by descriptive text and a reading list (provided there is material for a good one), if the object of bringing the children into close relationship with the book is to be completely secured. Such lists have been prepared to accompany exhibitions of animals, heroes and heroines, spring, etc., and considerable time was spent in looking up material for a good reading list on Paris for children, but the results of the search have not yet justified the preparation of the list. Of the value and the uses of pictures in connection with school work, in geography, history, science, language, literature, etc., and of their use in Sunday-school work, there is hardly time to speak. I have brought a few specimens of the illustrated composition and notebook, showing the kind of work which is being done in one of the public schools of Brooklyn. We have gradually accumulated, in connection with our picture work, a miscellaneous and heterogeneous collection, gathered from old and new books, papers and magazines, etc., called the "Warning collection," from which specimens have been selected and mounted, to be used to illustrate practical talks to the students in the library school before they are given practice in picture work for children. The pictures on these sheets illustrate some of the things which are to be avoided in the selection and in the use of pictures.

Pictures which give a wrong impression of

the size, appearance, or character of objects, are here illustrated by a red squirrel and puma, the squirrel being represented as about the same size as the puma. Both pictures were taken from "Birds and all nature."

In Maud Humphrey's "Jack and the bean stalk" there is a lack of imagination, of artistic perception, and of proper conception of the subject. There is none of the "flying fairies' look" in the very commonplace fairy that appears to Jack, and we may be quite sure she has never known any other home than a doll-house. Jack also looks much more like the boy doll than the hero of thrilling adventure. The size of the fairy in relation to Jack is another very interesting point of comparison. This picture is taken from Maud Humphrey's "Book of fairy tales."

Then there is the artificial child; a child who is brought up on Maud Humphrey passes easily to such smart and self-conscious children of 12 as Gertrude, of the "Colburn prize," a story which appeared in *St. Nicholas* a few months ago, and was profusely illustrated.

The materialistic, rather than the fine and dignified conception of a beautiful subject, is exemplified by Frank D. Millet's picture of Ceres, which is to be found among the Perry prints, and hardly needs a comment on its inappropriateness. Another materialistic conception is the "Thanksgiving offering," which is rendered the more significant from its having been clipped from a kindergarten magazine. It is intended to depict the in-gathering of the fruits, but the old straw hat, the can of tomatoes, the cut watermelon, the shelled peanuts, etc., impress one much more strongly than the idea which is to be presented. There are pictures which are merely decorative, such as the spray of flowers at the bottom of the sheet, which is neither artistically beautiful nor a very good representation of the subject; the flowering almond, and the two butterflies, which were cut from a full page set of butterflies. It would be far better to leave the sheet intact than to present them in this way. Work of this kind reminds one of the old decalcomania craze, and leads to nothing permanent. Here is a "pretty-pretty" picture, from the *St. Nicholas Magazine* cover for June, a thin girl, with a bonnet on her back, fingering June roses, with no suggestion whatever of the month of June. And here are some sheep, which look as much

like cows as sheep. In making a selection from the various reproductive processes, it is better to select things which in the original have not much color.

The Syracuse blue prints vary a good deal and should never be ordered by mail if it can be avoided. Some of the Perry prints are poor also; atmospheric effects are not usually well reproduced by this process.

Many of our best children's books have been written to pictures, and Jacob Abbott, Lewis Carroll, and Mrs. Ewing have written to pictures. Many of our poorest children's books seem also to have been written to pictures which offend us less, perhaps, than some of the modern illustrations of old favorites. Not only are the pictures weak, artistically, but the illustrator frequently has not selected the picturesque incident of the story for his purpose. I wonder what Jacob Abbot would say if he were to see this silly little Rollo, with his rosebud mouth, Tam O'Shanter cap, and sailor suit; I am sure he never would have encouraged him to travel. The picture was taken from the Crowell edition of the Rollo books, illustrated by Charles Copeland. There are a great many book illustrations which are merely accumulations of people and things that have no apparent relation to one another, and they are here shown by illustrations which have been taken from Seawell's "Quarterdeck and fok'sle," and one of Tomlinson's books.

It is not strange, I think, when we consider thoughtfully such pictures as these, and there are many equally, if not more, objectionable, that the modern "picture mania," as it has been called, has some opponents. "Pictures may be abused," says Dr. Hall, "and there may be a kind of picture inebriety, just as some people overdo eating and drinking, and playing and even reading and writing. But," he continues, "all this only shows again the crying need of selection and of educating the popular taste, and of beginning to do so as early in life as possible." It is to this task of selection and arrangement in our picture work that we, as children's librarians, should turn our thoughtful attention, if we would secure and maintain for this work the appreciation which rightfully belongs to it.

I have been asked during the past week by more than one librarian among those interested in children's work, whether it pays to do pic-

ture work. I don't believe it is quite right for the children's librarian to spend the time of the library in getting up bulletins which take a great deal of time, and which, after they are finished, are not, perhaps, worth very much artistically, and which do not bring the children into closer relationship with books. That is the chief thing. Does the use of pictures help to establish friendship with books, and does it bring the children into different and closer relations with the library? That is the test by which our work must be tried. I believe that it does.

A paper on the same subject was read by Miss CLARA W. HUNT (*see* p. 66) and one by Miss EVVA L. MOORE was, in the writer's absence, read by title and accepted for printing (*see* p. 67).

W. R. WATSON read a paper by Miss FRANCES JENKINS OLCOTT on

#### STORY-TELLING, LECTURES, AND OTHER ADJUNCTS OF THE CHILDREN'S LIBRARY.

(*See* p. 69.)

Miss EDITH TOBITT. — In the paper that has just been read so much has been said on the value of story-telling and lecturing as a means by which to interest the children in the library that there is not much more to be said on this subject except from the standpoint of the librarian who does not have the means whereby to do these things. You have all read the account in the *Library Journal* of the work being done in the Carnegie Library in Pittsburgh. It is almost ideal. But would such a plan be practical in a library having as its income only the city tax, which is very likely as low as it can be and yet keep the library in fairly good running order? Of course, almost every library can have a separate children's department, but generally with only one attendant, and it is impossible for her to do much beyond giving out the books to the individual readers and sometimes helping them make their selections.

To be sure, I agree with Miss Olcott in the value of giving lectures to children. Of course, they must be on subjects of great interest to the children and should rather be an informal talk than a lecture. The picture exhibits, however, are of greater value because the child can come to the exhibit as many times as he pleases and a greater impression is made than by a lec-

ture heard but once. Besides, children get rather tired of being talked to; I find they want to be let alone a good deal of the time, with only the occasional help of the librarian when she sees that her assistance is needed.

The children's room certainly must be entirely free from the atmosphere of the school-room. In the Omaha Library we have a separate collection of books for circulation in the schools, consisting of duplicates of many of the best books in the children's department. This collection is deposited in a room separate from the children's room. Once a month the teachers make their selection from this collection to be sent to the school, thus leaving the children's room free from the school circulation. This circulation of books to the schools is the only work done for the children by the library outside of the library building and what is done in the library is confined almost entirely to the mere circulation of books, and yet one-third of our home circulation is from the children's room. We have deposited in the children's room duplicates of some of our books of reference, but only a few, as we prefer to have the children learn to go to the reference room for study. It is well to have them to do this from the time they begin coming to the library so that when they have reached the high school they will have learned to use the card catalog and "Poole's index," a most necessary acquirement.

Another reason, other than the cost, for questioning the advisability of doing more for the children than supplying them with an attractive room and an assistant who is well able to attend to their individual wants in the selection of books, is this: I believe there is a tendency to fail to see the relative value of the different departments of a library. We are here to discuss only the children's department, but we must not let our enthusiasm carry us too far in that direction to the detriment of the other departments. It seems to me that if the books are well chosen, very well chosen, and shelved in a pleasant, attractive room, with a few pictures and flowers as decorations, and the children's librarian knows well how to satisfy the needs of the children by giving each child the book best suited for him to read, that there will be no difficulty in retaining the child's interest in the library and therefore doing much toward his education.

Miss H. L. McCrory. — Our experiences in

the children's department of the Cedar Rapids Library might well be inscribed how to do something with nothing. A lack of space and money develops ingenuity; perhaps some of our makeshifts may be suggestive to others in the same plight. Even the smallest library can be made attractive to the children, pictures and books are strong magnets.

The reference end of the library was the only part that offered any room; to take this meant crowding out the older people, but in the choice of evils we decided this was the least. The corner was quiet for the grown-ups during school hours; afterwards they should be willing to carry their books to other tables.

When the shelves were put in not an inch of wall space remained. To obviate that we had a large four-paneled screen made of wood, covered with green burlap. This can be taken apart at the hinges, giving us any number of panels we like, from one to four. A show-case was added for a continuous bird exhibit, specimens being loaned by an interested bird collector.

Our boy's club, "The Knights of the Round Table," had a round table given them, which was contributed to the reading corner, and, with another table and some chairs, the children's department was complete.

There are a few hundred volumes, all good and interesting books. We keep the standard as high as possible in the children's literature, if we must sometimes fall short of our ideals with their elders. Before placing the books on the shelves they are reviewed, and under the call number on the shelf card we add a letter which gives an age classification: A, interesting to children over 12; B, to children from 9 to 12; C, to children under 9. This aids us in compiling lists for the reading club.

The Children's Library Club is modelled on the Cleveland Library League. When joining the club the children agree to keep four promises; the third promise was an experiment — "I will try to learn how the books are arranged on the shelves and assist the librarian in keeping them in order."

The shelves are labelled A, B, C, D, etc., for story books, and 100, 200, 300, etc., for others. We require the children to return the books to their proper shelves, but do not ask them to arrange them in their exact position on the shelves. We have not enough volumes to

make this necessary, then it would be difficult to teach the children to be accurate.

The club children may take out a special reading list of ten books and have a certificate signed when the list is finished, or they may use the club diaries, slips with blanks to fill as they read.

We have just begun a new experiment with the lists. Instead of ten books there are five, all relating to a given subject. Each title is followed by a short annotation. There are but few story books on these lists, and only those which will carry out the thought of the subject. This has some advantage over the first method. The children learn to read systematically. They find that there is more than one way of looking at things, and that if they wish to be students they must have a many-sided view.

In advising them in the selection of lists, we find out what they are studying at school and usually suggest a reading course that will supplement their work.

On joining the club the children are classified by chapter, according to age. This assists them in selecting suitable lists and makes our work with them easier. When we invite the children to the library we ask them by chapter. Story and picture hours are made pleasanter for all in this way, otherwise the older ones might be bored and the younger would not understand. Then, too, with our limited space, it is the only way to avoid the confusion of a crowd.

The Sunday afternoon story hours have been the most successful. The library is open from 2 until 5 o'clock. The children who come to us then are those whose parents know little and care less about their doings. They have never known the joys of being read to. A quiet hour indoors, with stories and pictures, was a revelation to them. Even the worst had a change of heart for a time, at least, and were as still as mice.

It is with the little street urchins that we feel we are doing the greatest good. Many of them come to the library as regularly as our daily mail, and take a vital interest in all its affairs.

The lessons in research work have been interesting as illustrating how easily children can learn to use books if they are guided ever so slightly. A bulletin of nature questions will be posted, mentioning a few books in which the answers may be found, the children who

give us the most correct list referring to book and page will have their names on the honor roll for a month. A page of the library bulletin, *The Round Table*, will be devoted to this work and the roll printed there. Our boys are to do the printing for us on a small press of our own.

These are the experiences of the past year. For the future we have great expectations. With a large, well-lighted, attractive children's room the possibilities are the greatest for good enthusiastic work on the part of the staff, and more pleasure and profit for the children. We shall also have the use of an auditorium where we can meet children, teachers, and parents, that the union between us may become closer.

Adjourned at 12.40 p.m.

#### FOURTH SESSION.

(CONVOCATION HALL, PRESBYTERIAN COLLEGE, SATURDAY MORNING, JUNE 9.)

THE meeting was called to order by President THWAITES at 10.25. Brief announcements were made by the secretary, who requested that nominations for officers be filed with him by Monday morning. Announcements and invitations were presented by C. H. GOULD.

President THWAITES then stated that the session would be conducted as a joint meeting of the Trustees' Section and the Large Libraries Section, under direction of W. H. BRETT, chairman of the Large Libraries Section.

W. H. BRETT, having taken the chair, named T. L. MONTGOMERY and B. C. STEINER, secretaries of the Trustees' Section and of the Large Libraries Section, as secretaries of the meeting.

T. L. MONTGOMERY read a paper on

THE TRUSTEES.

(See p. 42.)

Miss M. HOAGLAND. — I would like information regarding the best number of trustees to be appointed on a board of trustees, the number varying so greatly in different states. In some states the law provides for the appointment of five, in others for seven, and in others for nine; also that the trustees shall be appointed, some from the board of education and some to represent the municipal department or council. I don't know if there is any uniformity in the laws of the states.

T. L. MONTGOMERY. — In St. Louis they have

nine members, the board being appointed by the mayor, subject to the confirmation of the city council. The law provides no member of the municipal government shall be a member of the library board. In the case of the Carnegie Library, there are 18 members, nine of whom are appointed by Mr. Carnegie, and the other nine are composed of the mayor of the city, presidents of select and common council, the president of the central board of education, and a library committee of five members of city councils, the non-official members having power to fill the vacancies occurring in their own number.

In the case of Chicago the law says:

"When any city council shall have decided to establish and maintain a public library and reading-room under this act, the mayor of such city shall, with the approval of the city council, proceed to appoint a board of nine directors for the same, chosen from the citizens at large with reference to their fitness for such office; and not more than one member of the city council shall be at any one time a member of said board. Said directors shall hold office, one-third for one year, one-third for two years, and one-third for three years from the first day of July following the date of appointment, and at their first regular meeting shall cast lots for the respective terms; and annually thereafter the mayor shall, before the first of July of each year, appoint as before, three directors to take the place of the retiring directors, who shall hold office for three years, and until their successors are appointed. The mayor may, by and with consent of the city council, remove any director for misconduct or neglect of duty."

In the case of New York there are 21 trustees, one of whom is the Controller of the city of New York, *ex-officio*. They hold office continuously, and vacancies are filled by the vote of the remaining trustees. No trustee receives any compensation for his services. In the case of Philadelphia there are 23 trustees, composed of representatives of the councils, the presidents of the councils, the mayor as *ex-officio* member, and each branch of council elects one of their number. There is only one member of the board who has been always suggested by ourselves. Nine seems to be the favorite number, however, with all those I have heard from.

I do not favor the attendance of a trustee on a single conference only, for I think the first time a trustee attends one of these conferences he is, perhaps, impressed by some person who speaks of conditions which do not exist in his library, and when he goes back he perhaps

makes a great deal of trouble for his librarian along those lines.

F. M. CRUNDEN. — I would gladly risk any trouble which might be caused if I could only get one or all of my trustees to come to one of these conferences; only once did I do so.

MELVIL DEWEY. — If you could have your trustees bottled up or locked up during the year, and not let them wander about the country, getting impressed by many people who don't know anything at all about libraries, it would be a good thing. I would take chances on what a trustee might hear at an A. L. A. meeting, rather than what he might hear going about the country. While there is a danger of trustees going off at tangents, yet when I look over the lists of small attendance of trustees at our meetings I am somewhat discouraged. I always feel that it is an additional strength to me when one of my trustees has attended an A. L. A. meeting. He shows more consideration and appreciation. It is a good thing for trustees to see our library people together; their consideration and their confidence are increased, and the information they get will be quite as safe mental pabulum as any they may receive in travelling about without our good influence.

T. L. MONTGOMERY. — In speaking of the attendance of trustees, I had in my mind men put upon the board for their influence. I think it is better to keep such men doing the administrative work of the library, making appropriations and considering the annual report of the librarian and his work. When it comes to a question of the library committee of the board, I think they should know as much as possible of library affairs and attend as many library meetings as possible.

R. R. BOWKER. — What does Mr. Montgomery think as to official representation of the several heads of the departments of a city on the city library?

T. L. MONTGOMERY. — It didn't work well with us, and we dropped it; but the representatives of the city government have been most useful. They do not attend the meetings, but they are active in pressing the library's needs when the matter comes up before the proper bodies. I should have mentioned that we have several members of the board of education, though not the superintendent, on our board, and I regard them as most valuable members.

Dr. STEINER. — Two or three thoughts have



come to me. First, it seems to be desirable to have a small official representation in the body of trustees, which will be a great help in the matter of obtaining appropriations and keeping satisfactory relations with the city government. I also affirm what Mr. Montgomery says with reference to the presence of librarians at meetings of boards of trustees. The relations between myself and my trustees are almost ideal. I could not have been treated with more kindness than I have received from them during the last eight years. When a board meeting is called the librarian is not present; the treasurer's report is discussed in his absence. After that the librarian is called in, reads his report, joins in the discussion, is asked questions, and remains generally until the end of the meeting. Those having the responsibility decide by themselves, then call in expert advisers. I would also stand for the principle of a permanent board, not necessarily meaning that every member should be permanent. A few city officials, who change from time to time, are an acquisition, but the majority should be permanent. The librarian is the man to take the initiative in all cases. If he is fit to take the initiative he is much better able to do so if he has a body of men who have learned what his ideas are, and whose ideas he has learned, and he is not obliged to secure the confidence or views of a new body of men every few years.

Miss C. M. HEWINS. — We have 12 trustees, two of whom are elected every year for six years. In that way only two go off every year. The mayor is *ex-officio* a member of the governing board. I never knew him to go to one of the meetings or ask for any privileges; indeed, I had to tell the last mayor he might have the same privileges as our directors in taking more books than the general public. In that way we keep our board free from city politics. The library committee meets in my office every Monday morning. I never go to a meeting of the full board, but I do meet at that time with the library committee, and we present the list of books for the library committee of three to approve of.

The books are sent to us every Friday from our bookseller, and if there is one that I think is not worth taking, the trustees let me send it back without question. I never say anything to them about the books I send back. One member of the library committee is a man

of wide reading, and he does much reading for us, but we have been fortunate in having some of the best men of the city as our directors.

Mr. CRUNDEN. — Does your committee go over this list item by item and vote yes or no on every item, or is it passed *en bloc*?

Miss HEWINS. — Usually *en bloc*. Sometimes they will ask, "Why do you want this?" or, "What do you know about this?" but if the president is busy he does not ask any questions.

R. R. BOWKER. — I would like to know the system of the Boston Public Library; perhaps Mr. Hunt can tell us.

E. B. HUNT. — I have not come in direct contact with the trustees, but I know that there are five trustees who act as a book committee, and that books are sent on approval. On one day, Tuesday, I think, the books are submitted to the committee, and the members vote separately on each title. They ask very searching questions of the librarian; they also go over all lists of recommendations, both from members of the board and outside sources, and in many cases, if the title does not fully explain the book, they get full information before it is accepted. The work is not perfunctory on the part of our committee.

Miss HOAGLAND. — It is quite necessary in the smaller libraries that a library committee should exist, and that the book lists should come before it for close scrutiny. The librarian has not time to attend to her work with the public and to prepare these lists; so that, in a small library, a committee must generally supplement the librarian's work.

Mr. CRUNDEN. — There is one point I can hardly allow to go entirely unchallenged: I never could understand what embarrassment could be caused the trustees by the presence of the librarian when financial affairs are discussed. It seems to me there is nothing secret about that; in fact, ultimately the whole financial status of the library is spread before the public. I know more about the financial affairs of our library than the trustees do, until I tell them. I can hardly conceive a meeting going on without my presence, because I have information regarding all the actual work. I don't get this all myself, but get some of it from my assistants. I never feel that my presence is the slightest embarrassment to my directors, and I don't think they would ever think of holding a meeting without having

the librarian, who is secretary, present. The fact that the librarian acts as secretary makes him the more essential, because he must note down the business of the meeting.

C. W. ANDREWS. — As far as the presence of the librarian and treasurer are concerned at a meeting of a large board, I can support Mr. Crunden thoroughly. My directors asked me to attend their meetings, in the first place, and have never since hinted that my presence, or the presence of the treasurer, made the slightest difference to them.

T. L. MONTGOMERY. — The two boards of trustees named by Mr. Crunden and Mr. Andrews are very polite boards, and would not intimate to either of the gentlemen that they were embarrassed by their presence. Nevertheless, I hold it is a part of good breeding occasionally to absent yourself and let the trustees have a little discussion by themselves.

Chairman BRETT. — The rules of the Cleveland Public Library make it imperative that the librarian shall attend all meetings of the board.

E. W. MUNDY. — Our trustees would not know what to do unless the librarian were there to guide them; he has all the information which is to be considered by them.

C. C. SOULE. — My views are contrary to those of Mr. Crunden and agree with Mr. Montgomery. From experience, it seems to me to be very much the wisest way, for the library and the librarian, to have, first, a business session of the trustees, and then call in the librarian as soon as the affairs of the library are to be discussed and the minutiae and business operations to be taken up. This has worked admirably at the Brookline Public Library, and there is no distrust between the librarian and the trustees. There are possibilities of misunderstanding, which are avoided by that method. I am still very strongly of opinion that is far the best arrangement, especially as the trustees are trustees, and the librarian is not; he is no part of the trust, but a salaried officer, and the trustees are responsible sometimes for very delicate conclusions.

Dr. B. C. STEINER read a paper on

THE COST OF PREPARING BOOKS IN PUBLIC LIBRARIES.

(See p. 32.)

R. R. BOWKER. — I think I was responsible at

a Council meeting some time ago for suggesting the consideration of this subject, and I should like to say a word on this very vital matter. There is a feeling in the community that the larger amount should be spent for new books; and yet we all of us know it is more economical and effective to spend money on the other side, first putting books on the shelves and then circulating them. At a later session the practical question will be, How much can be saved by practical co-operation in the largest sense? I think there is a very large opportunity for economy in cataloging. Dr. Steiner's paper serves as an admirable introduction to the subject, although it scarcely goes further; and I do wish to impress upon the Association, and perhaps chiefly upon a possible committee on library statistics, the desirability of getting this subject threshed out. It is perfectly true that there are a great number of matters which enter into the question, much depending on the size of the library, number of books bought in any year, etc. But after making allowance for this, we should, I think, be able through a statistical investigation to get some practical line of guidance; and my own feeling is, that such a practical and statistical investigation should lead to the saving of a considerable sum of money to libraries.

W. I. FLETCHER. — I had hoped this paper might assign certain proportions of the expenses to cataloging, and another proportion to the mechanical work, and so on. But, passing by that, I should like to remind the Association that some years ago a statement appeared in one of the Boston papers in regard to the Boston Public Library, stating that it cost about \$1 to catalog a book after it went into the library and that the cost of the volume was perhaps not much above that amount. The most important phase of this subject is the difficulty with which we can assign the right proportions to one item or another of this work.

Dr. STEINER. — If you take all of the items properly charged to the account, you cannot prepare a book for the public in a circulating library for less than dollar for dollar of the price of the book. In a reference library with more costly books the ratio would be less.

C. W. ANDREWS. — I want to ask anybody who can give figures on this subject to speak out, because I am later to present a paper where this will come in, and what is troubling

me most is to get information as to the cost. Until Dr. Steiner gave his paper, I had no definite information about what libraries were paying. I had tried to make them out from financial statements, but this was very unsatisfactory. We spend 60 cents for actual cataloging, of which fifteen cents go to the printer for the cards.

Mr. CRUNDEN. — That does not include shelving?

Mr. ANDREWS. — No. When you include that, and accessioning, I think the cost would come very close to Dr. Steiner's figures.

MELVIL DEWEY. — What we want is to take actual account of every process, and see what it costs to accession and label books in a library. The estimate of a librarian is very likely to be astray. When we get down to actual statistics we frequently find this. The first thing is to get at the facts, and I shall be disappointed if this Association, when it gets those facts, cannot reduce the cost, whatever it may be, by a fair amount. If this work is going to cost dollar for dollar on the price of the book, we had better fortify ourselves with some mighty strong statistics, or we shall be called down by the men who are paying the taxes. We have got to put into our library administration the same keen business sense needed in business, that will reduce the cost a tenth of a mill, if necessary. We are handling such vast quantities of books through libraries nowadays that I believe this matter of cost is the great problem, and that nothing more practical can be done than to appoint a committee to get at the bottom of the facts — down to dollars, cents, and mills — and I shall be much disappointed if we don't find some opportunity to reduce the cost.

C. K. BOLTON. — It seems to me fair to charge a dollar to get a popular book on the shelves and into the hands of the reader, especially when one considers the great difference in cost between any manufactured product and the raw material.

Mr. DEWEY. — There was a time when a book was a luxury; but it has now come to be a necessity, and it must travel from the producer to the consumer at the least possible cost. We stand before the public and say: "Books are no longer a luxury, but a necessity of life, and are put into the hands of every man, woman, and child at the least possible

cost." We want to give "The best reading for the largest number at the least cost."

J. C. DANA. — I want to protest very vigorously against the conclusions of this paper going out as our statement of the cost of preparing books in a library. The title is: "The cost of preparing books in public libraries;" it may give the impression that we accede to this estimate that it costs a dollar to prepare every book put into the library. As this whole matter is merely a matter of assertion and denial, I wish to deny, as strongly and emphatically as anybody can, that it costs a dollar to prepare a book for a public library.

R. R. BOWKER. — May I bring into this discussion actual manufacturing experience? In handling a business amounting to about \$2,000,000 a year, it became necessary that the minutest figures for unit of product should be known, and they were known to me, month by month. I got them from the practical men handling the several departments; and that result was brought about by an application of the library decimal system to practical business facts. In other words, I made a classification on the lines of the classification of books, with certain modifications; and a piece of work that I hope to take up on the library side is, the preparation of a schedule which will show to the minutest detail the expenses of the several divisions of a public library. I believe that the preparation of library statistics in this direction will result in a large saving, and I don't think the American Library Association can give its time and thought to any subject more likely to produce good results than this.

A. E. BOSTWICK read a paper on

VOLUMES AND CIRCULATION: A STUDY OF PERCENTAGES.

(See p. 29.)

Adjourned at 12.45 p.m.

### FIFTH SESSION.

(CONVOCATION HALL, PRESBYTERIAN COLLEGE,  
MONDAY MORNING, JUNE 11.)

The meeting was called to order by President THWAITES at 10.30 a.m.

W. I. FLETCHER announced that the first three numbers in the series of "Library tracts," authorized by the Atlanta Conference, had been issued by the Publishing Board, and

that numbers 2 and 3 were at hand for distribution.\*

R. R. BOWKER read the

REPORT OF COMMITTEE ON PUBLIC DOCUMENTS.

(See p. 91.)

The report and the accompanying resolutions were adopted, and referred to the Council for action.

J. C. DANA spoke on behalf of the

COMMITTEE ON CO-OPERATION WITH LIBRARY SECTION OF THE NATIONAL EDUCATIONAL ASSOCIATION.

I wish to bring sharply to your attention the National Educational Association. This association, the largest organized body of teachers in the world, now has a library department, a department which is in some measure of our creation. For its success we are to a modest degree responsible, though it is, to be sure, now well upon its feet. Through it we can, if we will, get into close touch with many thousands of teachers and secure their aid in our work.

I would not like to be considered as either the Cato or the Jeremiah of this Association. The titles are not deserved. No one among us is more ready than I either to approve or to prophesy good. Yet I would like for a moment to call your attention to one or two things which will lead us, perhaps, to think less highly of our calling and our power in the world than we usually do,

A leading member of the A. L. A. has said, "The function of the library is the enrichment and development of the entire community through the medium of the printed page." The definition is a good one. But consider for a moment what is in those words, "the printed page." They include, do they not? all that is printed. And look frankly, I beg of you, at all that is printed in this closing year of the 19th century. It begins with the yellow journals which in a few of our leading cities actually circulate more copies of the printed page every day than all of the libraries in the country circulate of good books in a whole year. For myself, I am not such an opponent

of the yellow journal, as that term is generally understood, as are many, if not most of you, and therein I am the optimist and you are the pessimists. The yellow journals, as I see them in the hands of our brother-men in every city and hamlet of our land, remind me often of a saying of John Swinton's. In a lecture before a Boston audience not long ago he remarked that the greatest event in human history was when Cadmus brought letters to Caliban; when the cylinder press and wood-pulp paper made it possible to put a great penny illustrated daily into the hands of even the poorest among men. These journals may be doing some bad things. It is hard to say just what. But certainly they are welding together with the bond of common thoughts and ideas the great masses of this country. They are not degrading or debasing the tastes of our people, as so many suppose. They are appealing to a class to which the printed page never before appealed, a class which we through our libraries can as yet scarcely touch. These journals reach those who are just coming up into the wider view. They are a step or two in advance, we may believe, of most of those who read them. Readers are coming up by the million from the levels of the unintelligent and the uninterested, and as they come these journals are at their hands and meet their awakening interest and lead them into the broader view and the clearer thought. Is this pessimism? Rather, you will, I fear, say it is foolish optimism. It is optimism, I know; but I think not foolish. Consider with me, also, for a moment, the illustrated journals and the nickel libraries of what you call the yellow journal class. Millions upon millions of these printed pages, such as never come within the walls of our libraries, are circulated every week in this country and go into the hands of people young and old whom we as yet never reach. Tousey, and Street & Smith, and other like publishers, have branch libraries for the distribution of their publications on every street corner in every city of our land. And through these branches they circulate millions of their nickel-shockers. These nickel books, too, are not as bad as many of us think. They are perhaps good reading for most of those who read them. They are certainly part of the "printed page."

The people of the United States are being

\* These tracts are: 1. Why do we need a public library? 2. How to start a public library, by Dr. G. E. Wire. 3. Travelling libraries, by F. A. Hutchins. They may be obtained of the A. L. A. Publishing Section, 10½ Beacon st., Boston, at 5c. per single copy, or \$2 per 100, express unpaid.

me most is to get information as to the cost. Until Dr. Steiner gave his paper, I had no definite information about what libraries were paying. I had tried to make them out from financial statements, but this was very unsatisfactory. We spend 60 cents for actual cataloging, of which fifteen cents go to the printer for the cards.

Mr. CRUNDEN.—That does not include shelving?

Mr. ANDREWS.—No. When you include that, and accessioning, I think the cost would come very close to Dr. Steiner's figures.

MELVIL DEWEY.—What we want is to take actual account of every process, and see what it costs to accession and label books in a library. The estimate of a librarian is very likely to be astray. When we get down to actual statistics we frequently find this. The first thing is to get at the facts, and I shall be disappointed if this Association, when it gets those facts, cannot reduce the cost, whatever it may be, by a fair amount. If this work is going to cost dollar for dollar on the price of the book, we had better fortify ourselves with some mighty strong statistics, or we shall be called down by the men who are paying the taxes. We have got to put into our library administration the same keen business sense needed in business, that will reduce the cost a tenth of a mill, if necessary. We are handling such vast quantities of books through libraries nowadays that I believe this matter of cost is the great problem, and that nothing more practical can be done than to appoint a committee to get at the bottom of the facts—down to dollars, cents, and mills—and I shall be much disappointed if we don't find some opportunity to reduce the cost.

C. K. BOLTON.—It seems to me fair to charge a dollar to get a popular book on the shelves and into the hands of the reader, especially when one considers the great difference in cost between any manufactured product and the raw material.

Mr. DEWEY.—There was a time when a book was a luxury; but it has now come to be a necessity, and it must travel from the producer to the consumer at the least possible cost. We stand before the public and say: "Books are no longer a luxury, but a necessity of life, and are put into the hands of every man, woman, and child at the least possible

cost." We want to give "The best reading for the largest number at the least cost."

J. C. DANA.—I want to protest very vigorously against the conclusions of this paper going out as our statement of the cost of preparing books in a library. The title is: "The cost of preparing books in public libraries;" it may give the impression that we accede to this estimate that it costs a dollar to prepare every book put into the library. As this whole matter is merely a matter of assertion and denial, I wish to deny, as strongly and emphatically as anybody can, that it costs a dollar to prepare a book for a public library.

R. R. BOWKER.—May I bring into this discussion actual manufacturing experience? In handling a business amounting to about \$2,000,000 a year, it became necessary that the minutest figures for unit of product should be known, and they were known to me, month by month. I got them from the practical men handling the several departments; and that result was brought about by an application of the library decimal system to practical business facts. In other words, I made a classification on the lines of the classification of books, with certain modifications; and a piece of work that I hope to take up on the library side is, the preparation of a schedule which will show to the minutest detail the expenses of the several divisions of a public library. I believe that the preparation of library statistics in this direction will result in a large saving, and I don't think the American Library Association can give its time and thought to any subject more likely to produce good results than this.

A. E. BOSTWICK read a paper on

VOLUMES AND CIRCULATION: A STUDY OF PERCENTAGES.

(See p. 29.)

Adjourned at 12.45 p.m.

## FIFTH SESSION.

(CONVOCATION HALL, PRESBYTERIAN COLLEGE,  
MONDAY MORNING, JUNE 11.)

The meeting was called to order by President THWAITES at 10.30 a.m.

W. I. FLETCHER announced that the first three numbers in the series of "Library tracts," authorized by the Atlanta Conference, had been issued by the Publishing Board, and

as the N. E. A. furnishes the plates without cost, for distribution to the teachers. I presume librarians in other states might get their department of education to do the same. *Voted.*

C. W. ANDREWS, in the absence of Dr. Billings, presented the

REPORT OF COMMITTEE ON INTERNATIONAL CATALOGUE OF SCIENTIFIC LITERATURE.

Your committee regrets to be obliged to report that Congress having failed to act upon the recommendation of the Secretary of State, to make the necessary appropriation to enable the United States to be represented in the International Catalogue of Scientific Literature, it would seem not possible to have this government officially connected with the matter at the present time. The final conference is held in London on June 12, 1900, and as delegates of governments must, under the call, be charged with full powers, no representative of the United States will be present.

Should the London Conference decide upon a plan and determine to begin the work on Jan. 1, 1901, it is not unlikely that if the request be made, the Smithsonian Institution would consent *ad interim* to undertake the cataloging of American scientific publications for the catalog.

This, however, could hardly be looked upon as a permanent arrangement, and it seems most desirable that effective means should be taken to secure favorable legislation from Congress.

JOHN S. BILLINGS.

C. W. ANDREWS.

CYRUS ADLER.

The report was accepted.

The

REPORT OF COMMITTEE ON TRANSLITERATION OF SLAVIC LANGUAGES

was read by title, and ordered printed.\*

W. H. BRETT read the

REPORT OF COMMITTEE ON SYSTEM OF LIBRARY EXAMINATIONS AND CREDENTIALS.

Your committee on library examinations and credentials beg to report that they regard it as desirable to provide a means of discriminating between thorough and correct training for library work, and that which is insufficient or incorrect. The subject, however, involves certain practical difficulties and should be considered in connection with the subject of edu-

cation for librarianship. They, therefore, recommend that, in case the committee on library instruction which has been recommended be appointed, the question of examinations and credentials be further considered in connection with their work, or in case this is not done, that its further consideration be otherwise provided for.

WM. H. BRETT.

FRANK P. HILL.

The report was accepted.

An intermission of two minutes was taken, during which those specially interested in questions of cataloging withdrew to attend a Catalogers' Round Table, held in one of the adjacent halls. The general session then entered upon the consideration of

CANADIAN LIBRARY AND LITERARY TOPICS

which was opened by JAMES BAIN, jr., with a paper on

CANADIAN LIBRARIES.

(See p. 7.)

Mrs. EDWIN HANSON read a paper, prepared by Miss E. E. LAIDLAW, on

THE ABERDEEN ASSOCIATION.

(See p. 27.)

W. D. LIGHTHALL read a paper on

CANADIAN POETS AND POETRY.

(See p. 25.)

Dr. S. E. DAWSON read a paper on

THE PROSE WRITERS OF CANADA.

(See p. 11.)

Adjourned at 1.15 p.m.

SIXTH SESSION.

(CONVOCATION HALL, PRESBYTERIAN COLLEGE, MONDAY AFTERNOON, JUNE 11.)

President THWAITES called the meeting to order at 2.30.

C. A. CUTTER read a paper on

PHOTOGRAPHS AND PHOTO-PRINTS: GETTING, SHOWING, KEEPING.\*

ELECTION OF OFFICERS.

President THWAITES. — The election of officers for the ensuing year will begin to-morrow morning, at 9 o'clock, the polls closing at 10.30. The chair appoints as tellers for the election, S. H. Berry, of Brooklyn, and Charles E. Wright, of Erie, Pa.

\* This report will appear in a later issue of the *Library Journal*.

\* Mr. Cutter's paper will appear in a later number of the *Library Journal*.

The meeting then entered upon the consideration of

### CO-OPERATIVE CATALOGING.

Dr. E. C. RICHARDSON, vice-president, chairman of the Co-operation Committee, presided, and W. J. James acted as recorder.

Dr. RICHARDSON presented the

REPORT OF THE CO-OPERATION COMMITTEE  
as printed in advance.

(See p. 71.)

He then reviewed the special features of the report, bringing up the various recommendations of the committee for discussion and decision.

Recommendations 1, 2, and 3 of section 5 of the committee's report, regarding the relations of the A. L. A. with the Institut International de Bibliographie and with international co-operative work, were reviewed, and Dr. RICHARDSON said: In connection with the sixth subject—co-operative cataloging—it has been called to my attention that in the University of Illinois, where they require a thesis (similar to the very good ones which have been published by the State Library at Albany), two of these for this year bear upon the subject of our cataloging: "International bibliography, co-operative cataloging, and printed cards, 1850-1898," by T. Jahr and A. J. Strohm; and "Printed catalog cards and their value," by Ida E. Sawyer. In connection with the practicability of these for our work, I hope we shall be able to include among our recommendations one to the effect that some way be found of printing them for our instruction, and I hope some one will move to refer all these recommendations to the proper committee for their consideration and such action as they may see fit to take.

*Voted*, That the recommendations be approved and referred to the Council for consideration and report.

Chairman RICHARDSON.—Coming to the matter of co-operative cataloging, it has been taken up by the Association so often that it will not be necessary now to go into detail of the economic wastefulness of duplicate cataloging. Special attention has been given to the matter this year, and the essence of the combined wisdom of the committee, with such advice as was from time to time given in various discussions, is embodied in the two recommendations

in section 6 of the committee report. It is for the sake of having a definite plan that this has been submitted as a basis for our discussion at this time. It has come to our knowledge that there are various other propositions as to the ways by which the thing can be done; e.g., by an individual great library, such as the Library of Congress; or it might be undertaken by the method proposed by Mr. Brett and Mr. Elmen-dorf. I have also received a note from Mr. Bowker on the possibility of commercial organization of the same work. The plan, so far as we have outlined it, is given in the committee report.

The matter of adjustment and organization will be briefly discussed in papers by two or three members of the committee before throwing it open to general discussion. The gist of the thing is in the resolution for getting some way of reference to the Executive Board for constituting a proper organization; so that we get at something definite. Where there are at least five schemes in the air, we want something which shall not let us fall between the stools.

W. C. LANE made a

REPORT ON ADJUSTMENTS AND ORGANIZATION.

(See p. 80.)

T. L. MONTGOMERY.—Has any comparison been made as to the relative cost of cataloging under the old system and under the printed card system? It seems to me if the order list has to be made out, sent off, and received again, and the cards compared with the list, and classification, author number and subject heading put upon the cards, there will be a very small margin of economy, especially if you take into account the delay there will be in printing the cards.

Chairman RICHARDSON.—This is very much to the point, and I have no doubt Mr. Andrews will have something to say about it. We thought, however, of having the papers first, and letting the discussion take place later.

C. W. ANDREWS gave a report on

CO-OPERATIVE CATALOGING: ESTIMATE OF COST.

(See p. 78.)

Miss A. B. KROEGER gave a report on

CO-OPERATIVE CATALOGING AND THE A. L. A.  
RULES.

(See p. 73.)

Miss NINA E. BROWNE spoke on

THE A. L. A. PUBLISHING SECTION AND CO-OPERATIVE CATALOGING.

The first thing we realize in taking up these cataloging questions is the failure of so many to comprehend the difference between the essential and the non-essential. Uniformity of indentation, fulness of entry, order of imprint, etc., are in reality non-essentials, yet librarians have said that co-operative cards cannot be used in their libraries because they are not uniform with the forms already in use.

The use of a pseudonym on the co-operative card as a main entry, when the library uses the real name, or the use of a nobleman's title when the library uses the family name, may possibly be real obstacles, yet even these may be overcome by a believer in co-operative work.

The real difficulty in using such a card is in filing it in its proper place. If the real name is to be the main entry and the card uses the pseudonym, then mark it in some conventional way so that the card may be filed under that name rather than under the usual first name on the card, e.g., Twain, Mark (*pseud. of Clemens, Samuel Langhorne*); file under Clemens.

On the printed cards have been given suggestive subject headings, a non-essential which is a stumbling-block to many a librarian, because the heads suggested do not harmonize with those already in use. Why not treat them as Charlotte Perkins Stetson did with Prejudice in her poem?—

"I walked directly through it,  
As if it wasn't there."

In revising the cataloging rules, the difference between a written and a printed card should be considered. A reason which holds good for a written card may still hold good for just the opposite usage on a printed card. For example: The A. L. A. rules give the place and date as the last item of the imprint, that position being most conspicuous. The printed card for the same reason gives them first of the imprint items, because they begin a new line and the type is changed.

When the work is done by co-operating libraries and edited at a central bureau, every item which will help the editor should be given. One great difficulty which the editor encounters is that of identifying authors of articles indexed by different libraries. Brackets, en-

closing names or parts of names supplied, are a great help, but have not been given in the present series of periodical cards. The brackets need not be conspicuous. Tiny light-faced brackets placed on the line of the letters enclosed will answer every purpose.

Another helpful bit of information, which need not necessarily be printed, is giving the title-page in full. Often the page gives the author's name, followed by the names of two, or three, or four of his works. Another book gives the name in a different form, but followed by "author of" with two or three titles, perhaps the same as on the first book. This gives the clue to the identity of the author of the two books.

In a library where the books can be referred to this information is not necessary, but to the central bureau it takes the place of the books and can be referred to in cases of doubt.

These illustrations show some of the special difficulties which we have at present, and perhaps discussion will bring out more.

W. I. FLETCHER.—I suppose no member of the Association has watched with keener interest than myself our progress towards a measure of co-operative cataloging and our success, in a certain measure. It is interesting to observe that we seem to be beginning where the library conference in 1853 left off; and yet there has been much progress in that time. We ought to recognize how much we owe and are likely to owe in the future to the new inventions, the linotype and the new method of making electroplates. As to having books cataloged in different places, it is really wonderful that we have been able to produce as good work as we have in the cards for serials, as the result of cataloging work done in five different libraries and adjusted in a central office. We have achieved fair success in that, but in order to get best results the work should be done, from first to last, under one direction of authority. It is impossible to have rules so exactly defined, and so exactly understood by different people, that we can get sufficient good work in cataloging in different places, and then have it brought together satisfactorily. If we are satisfied with some makeshift, why that might answer. I think Mr. Andrew's opening remark is one we should all subscribe to, viz.: "If it is going to be done, we want it done in the best possible manner."



Cannot we lay it down as a first principle that we must have this work done as well as it can be, and for that purpose the cataloging must be done at a central bureau.

E. B. HUNT. — The material or data which would be perfectly feasible for a library of 25,000 or 50,000 volumes is wholly inadequate for one of 400,000 or more, and the difficulty is that it increases in proportion, geometrically or otherwise. A card which would be satisfactory for a library of 50,000 volumes would be unsatisfactory for larger libraries; but all possible data required for the books can do no harm in the very smallest library, and therefore I believe the very highest standard should be adopted, not only one that will give a fair amount of information, but one that will give all information possible. It is an awful thing to contemplate a change which affects 2,500,000 cards, and, inasmuch as in our own library we have our own cards, which are fairly satisfactory, I don't see how it is possible for the Boston Public Library to go into this scheme very largely. If there could be some understanding by which the larger libraries might have these books and analyze them, there is a field in which the want might be met.

W. H. BRETT. — I have been much interested in listening to Mr. Hunt's remarks, because he is connected with a library which has the largest and best equipped printing establishment in the country. My belief has been that the most practical co-operation would be a money subscription to the central bureau, at which the work could be done.

W. I. FLETCHER. — It seems to me there is one aspect of this matter which is being overlooked. I am not quite ready to follow Mr. Hunt in saying the small library does not want what the larger one does. We could not benefit the library work of the country more than by bringing to the catalogs of the small libraries these best-of-all cards. If we can start such a movement it will be the same as if we put the best catalog in the country into these small libraries. We shall be doing a great benefit.

H. L. ELMENDORF. — It is hardly necessary for me to state my interest in this matter. I don't think we can be called economists until we stop the present great waste in cataloging. I can pledge the Buffalo Library (of course with the consent of my board, of which I am sure,

on account of saving in administration in order to provide funds) to the support of any plan which receives the sanction of the wise heads of the Association for cutting down this expense. The difficulties in the way have been heretofore in finding a plan allowing libraries to get the cards they wanted and not obliging them to pay a large proportion of the cost of printing the cards of larger libraries in which they have no interest. Something should be done to let them have their cards and perfectly correct information. It seems to me the action taken by this Association should be to arrange for some practical test by which certain libraries, buying practically the same books, should contribute on some plan which may be devised, and allow those who could use the cards to take them the first year to get some test made of the experiment.

S. H. BERRY. — On behalf of one of the smaller libraries, I wish to say we do want the very best work that can be had. The smaller libraries want the best work that can be had, though I am not in a position to pledge our library board to any definite support.

T. L. MONTGOMERY. — I don't think there is any library which would subscribe to the scheme sooner than the Free Library of Philadelphia. In fact, I am sure we will heartily support it; but it seems to me details would have to be worked out very closely to save ten cents. Of course the plate is a great advantage.

MELVIL DEWEY. — It is quite clear that we want better cataloging. We have talked about it for 25 years. It appeals to trustees and business men more than anything you can suggest. Even if we are mistaken as to the amount of saving, I think it would appeal to them. We shall have to have a simple catalog, and if we are going to do the thing, we shall have to have it done in the best way. I would like a show of hands or a rising vote: first, as to those who feel pretty sure they will enter substantially upon this matter; second, as to those who think they will be able to support it. If there are only three or four who would take it up, it would be a little discouraging; if we find ten, twelve, or thirteen, it would give us all new courage. We don't want to talk it out now and stop here; we have talked it over for 25 years. The essential thing is to find out how many will join. If we can get enough to settle the thing, then let us start the machinery

and let each go in enthusiastically and try and make it a success.

Chairman RICHARDSON. — How many could probably use these cards if they could order what they want, with information enough on them?

W. H. BRETT. — May I suggest you ask first, how many would probably take the entire set?

Chairman RICHARDSON. — We don't want anybody to take the entire set unless they wish.

MELVIL DEWEY. — Let's have a show of hands on it. It won't take over three seconds to see, and otherwise it might take an hour to discuss it. I should think a complete set a cheap investment, as a bibliographical aid, giving a list of the rare books. Many would, no doubt, buy these cards so that they could have such a supplementary bibliographical list.

Chairman RICHARDSON. — How many libraries think it would be valuable to take the whole series? 8.

MELVIL DEWEY. — Let us vote on how many will take what they want.

W. C. LANE. — When you put that vote you had better mention a maximum price. How many libraries would subscribe if the cards are not over ten cents?

C. W. ANDREWS. — Sixteen subscribers would give us cards at five cents.

Chairman RICHARDSON. — How many are there here who think they could use these titles on the basis of five cents maximum — only the titles they want? 54.

MELVIL DEWEY. — How many librarians are there here who, without pledging their trustees or board, are pretty sure they could join with the co-operating libraries?

C. W. ANDREWS. — The question really is, how many libraries are willing to make a pre-paid subscription for the work the first year, at the highest price, until the thing goes through? I think trustees might hesitate, as it were, to make a subvention to the Association, or a gift outright, to be returned later, but they would not hesitate to authorize the subscription and prepayment to the bureau, which would let it go through, with the understanding that if for any reason we ran against a snag they might get a fair proportion of their money back.

Chairman RICHARDSON. — How many libraries think they would stand behind a subscription at a higher price, so as to secure success?

H. L. ELMENDORF. — I, for one, think the mat-

ter could be presented to my board of trustees with success; and while I don't feel like pledging them, I think there is little doubt of it.

Chairman RICHARDSON. — How many will present the matter to their trustees in pretty good hope that it will be agreed to? 10.

MELVIL DEWEY. — I move that we request the Executive Board to put this co-operative machinery into execution at once. We have had enough responses to show that it can be carried through. *Voted.*

C. W. ANDREWS. — Probably the John Crerar Library is more interested than any other in the question of type and style. If we could induce the Association in any way to follow our lead, or rather Harvard's lead, if they would adopt anything which would work in well with the present linotype, we would be glad to present to this Association copies of our linotypes. We could start with 20,000 titles, covering the last five years.

W. C. LANE. — This is entirely too large a subject for the Publishing Section alone, as at present constituted, to handle. When it is taken up by them and discussed, I shall probably recommend them to appoint a committee to co-operate with them, on which committee the libraries already using printed cards would be represented. I am very much encouraged at the large number who state that they would be glad to take the printed cards if they might select what they wanted. I would like to call to your attention the fact that the Publishing Board is now printing cards for the articles in a considerable number of periodicals, some of which are wholly special in their nature, and naturally most of us don't want them; but the list includes a great number of serials and periodicals which are found in all libraries, and I have wondered why more don't subscribe to them.

Adjourned at 5.15 p.m.

#### SEVENTH SESSION.

(CONVOCATION HALL, PRESBYTERIAN COLLEGE,  
TUESDAY MORNING, JUNE 12.)

The meeting was called to order by President THWAITES at 10.30 a.m.

#### AMENDMENT TO CONSTITUTION.

Secretary CARR. — The Council recommends to the Association the adoption of the following amendment to the constitution:

Amend Section 17 by striking out the words "of the Association" where they occur in the ninth line thereof, so that the section shall read:

§ 17. *Duties.* The council shall adopt by-laws for the association. It shall nominate officers of the association and trustees of the endowment fund, and shall include on a printed ballot other nominations filed with the secretary by five members of the association 24 hours before the election. It may, by a two-thirds vote, establish sections of the association. It may, by a two-thirds vote, promulgate recommendations relating to library matters, and no resolutions except votes of thanks and on local arrangements shall be otherwise promulgated.

President THWAITES.—Under the constitution this amendment will have to come up one year hence for ratification, due notice being given by the secretary before next year's meeting. *Voted.*

#### INVITATION FOR 1903.

Secretary CARR announced from the Los Angeles Public Library and from the Chamber of Commerce of Los Angeles an invitation to the American Library Association to hold its meeting for 1903 in Los Angeles. *Voted,* That the Association express its thanks to the board of directors of the Los Angeles Public Library for the extension of this invitation.

F. M. CRUNDEN presented the

#### REPORT OF COMMITTEE ON RESOLUTIONS.

*Resolved,* That the gratitude of this Association be expressed to Mr. Andrew Carnegie for a munificence without parallel toward public libraries, in their establishment, extension, and maintenance. Mr. Carnegie ever bestows his benefactions with wisdom as well as with a lavish hand, seeking to enlist public co-operation with his personal initiative; and, as far as the pressure of his labors may permit, he follows with paternal interest and aids by sagacious counsels the fortunes of the many foundations which have risen from his bounty. And beyond the broad bounds of his own large gifts he has been happy in impressing other generous men with the conviction that no benefaction has worthier or more abundant fruit than a public library judiciously planned and wisely administered.

*Voted,* by a rising vote.

*Resolved,* That the American Library Association desires to place on record this expression of sincere thanks to McGill University and to the other institutions and individuals who have co-operated in the cordial reception tendered to the Association during its conference in Montreal, which combined in so happy a manner French graciousness with British heartiness:

To Principal Peterson, the Governor and Fellows of the University and the affiliated colleges, for their warm welcome and the generous hospitality which not only provided suitable places of meeting but also carefully looked after the material comfort of their numerous guests;

To Librarian Gould, for his untiring and successful efforts for the welfare and enjoyment of every member;

To the Committee of the Westmount Public Library and the Mayor and Council of Westmount, for the delightful afternoon reception in their beautiful library grounds;

To the Committee and Librarian of the Bar of Montreal for the entertainment and instruction derived from our visit to their interesting library; to the Hon. Justice Baby and the Numismatic and Antiquarian Society of Montreal, for the greatly appreciated opportunity to view the quaint Chateau de Ramezay and the valuable collections therein contained;

To the Montreal Royal Golf Club and to the Dean and Faculty of the College of Medicine, for their courteous invitations;

To the Rev. Arthur Edward Jones, S. J., Librarian and Archivist, for the remarkable exhibition of manuscripts and rare books illustrative of the history of New France, particularly of the work of the Jesuits therein, loaned from the archives of the College of St. Mary; and to the Hon. Justice Baby, Mr. J. B. Learmont, and Mr. W. D. Lighthall, for the loan of old and valuable books which enhanced the interest of the collection.

To the Hon. Senator and Mrs. Drummond, Mr. James Ross, Sir William and Lady Van Horne, and the Montreal Art Association, for extending to our members the privilege of their galleries of artistic treasures; and to our hosts in general for the various delightful excursions and social functions provided for our entertainment.

While the Montreal Conference will be noted in the annals of the Association for large attendance, profitable papers and discussions, and important action, as our first meeting on Canadian soil it will be especially memorable for the hospitality of our brethren of the Dominion, whose fraternal regard we so heartily reciprocate.

*Voted,* by a rising vote.

S. H. BERRY, on behalf of the tellers, announced the

#### ELECTION OF OFFICERS.

The result of the balloting was reported as follows:

*President:* Henry J. Carr, 107.

*1st Vice-president:* Dr. Ernest C. Richardson, 115.

*2d Vice-president:* Mrs. S. C. Fairchild, 114.

*Secretary:* Frederick W. Faxon, 116.

*Recorder:* Helen E. Haines, 114.

*Treasurer:* Gardner M. Jones, 116.

*Trustee of Endowment Fund:* George W. Williams, 82.

*A. L. A. Council:* Charles C. Soule, 113; Charles H. Gould, 111; James K. Hosmer, 109; Herbert Putnam, 107; Miss Caroline M. Hewins, 104; Miss Katherine L. Sharp, 104; James L. Whitney, 104; Frank P. Hill, 103; George Iles, 101.

W. J. JAMES. — There should be some vote determining the election of the Council: five members are to be elected for five years, one for four years, one for three, and so on. Two or three have the same number of votes, and I therefore move that the Executive Board settle the term of office for the members so tied.  
*Voted.*

Adjournment was taken at 11.40, subject to the further call of the chair.

The final session of the Montreal Conference was held on the evening of Saturday, June 15, on board the steamer *Canada*. The meeting was called to order at 9.20 p.m. by President

THWAITES, and Secretary CARR presented the following supplementary

#### RESOLUTIONS OF THANKS.

*Resolved,* That the American Library Association tenders its sincere thanks to J. D. Guay, Esq., Mayor of Chicoutimi, P. Q., for his kindly courtesy toward the Association upon the occasion of its recent visit to that picturesque community; to President William Wood, and other members of the Literary and Historical Society of Quebec, for their cordial hospitality during the Association's visit to the places of historic interest in and around Quebec; to the Richelieu & Ontario Navigation Co., and its representatives upon the steamers *Canada* and *Carolina*, for their admirable treatment of the Association party from beginning to end of the journey; and particularly to Mr. C. H. Gould, librarian of McGill University Library, for his unwearied efforts on behalf of this post-conference tour, which largely owing to his superior management and constant thoughtfulness has been one of the most successful in the history of the Association.

The resolutions were adopted by a rising vote; and the 22d general conference of the American Library Association was declared adjourned.

### COLLEGE AND REFERENCE SECTION.

ON Friday morning, June 8, a meeting of the College Section was held, devoted to consideration of phases of *College and Reference Work*.

The meeting was called to order at 10.45 in one of the lecture halls of the Presbyterian College, McGill University, by Dr. E. C. RICHARDSON, chairman.

Dr. E. C. RICHARDSON. — While the members are coming in let me offer you three things: An observation, a parable, and a conundrum. The observation is this, that the library profession is not a profession in the sense of law and medicine, but is a profession in the sense of teaching, comprising, as it does, all grades from the primary school to the teaching of lawyers and doctors. The parable is this: There were three librarians who started out to catch a train; one had too much dignity to walk fast, one would walk fast, but his dignity would not let him run, the third could run in case of an emergency. The one who could run got there, the others didn't. The moral of this is, that there is a disjointed hand, a library hand, and an

ordinary running hand. If you have plenty of time the disjointed hand is the best, if not anything that will get you there is best, even a running hand. The conundrum is: "What is a pamphlet?"

W. I. FLETCHER. — I would like to ask if we can't have discussion immediately after the reading of each paper? It would be much better to allow a proper amount of time for immediate discussion of each subject after the paper.

The chairman ruled that discussion might follow each paper.

J. T. GEROULD read a paper on

#### THE CARE OF SERIAL PUBLICATIONS.

(See p. 44.)

S. H. BERRY. — It seems to me better to leave periodicals and continuations on the shelves, because they are easier to be got at when wanted. And I also find it an advantage to have a linen tape to tie them with before they go to the bindery so that they won't get creased.

E. C. RICHARDSON. — I was just going to ask Dr. Billings what it has been possible for him

to do in this connection at the New York Public Library.

Dr. JOHN S. BILLINGS. — We receive about 3500 periodicals, and they are all kept in the periodical room until the volume is completed, or until it is definitely ascertained that it is not going to be completed, and from this they go to the binder, with the exception of the reports of various institutes, etc., which are treated as Mr. Gerould has suggested. We index about 700 of our periodicals, and for this we use cards upon which is stamped a statement that this is a magazine article and that the reader should call for the magazine.

S. H. BERRY. — There is another point, the advantage of arranging periodicals in just the same order that they are arranged in "Poole's index." It is a great disadvantage when attendants waiting upon the public are unable to find the previous issue of a periodical, and to know just where to find them is a great help. We have also indexed many technical works, not included in the general indexes, but we arrange them in the same way, except they are not in the catalog and another set of indexes are kept separate for them.

W. C. LANE. — Some one has said that instead of scattering all loose articles which relate to one subject it is better to bring them together into one place. I approve of that scheme and have applied that plan myself. It is better to bring them together in one collection, as it gives the special student the advantage of seeing most of the special periodicals, and at the same time there is an important end to be gained by bringing the periodicals together so that elementary students and students in other fields may see what they are, and get an idea of what others are doing. One other thing Mr. Gerould noticed is the asking for missing numbers and the method of their record. We have a plan, which has now been in operation for over a year, and we find it works well. We ask for missing numbers at the time the acknowledgments are sent for gifts — of course I am not speaking of current periodicals subscribed for, but society reports, and state reports, and publications which are received constantly by gift. We have lately developed a series of cards for recording such publications, the cards for books being somewhat different from those for the periodicals or continuations. We find them a great convenience. In the

first place, the scheme being just started, the record opens with a schedule of what the library already has; as successive parts come in record is made of these parts, and if any number is discovered to be missing a request is sent for that number in acknowledging the gift.

One other point I would like to ask Mr. Gerould a little further about. I do not quite understand in what cases he made entry on the cards in the catalog of independent numbers. I think it better to avoid entering upon catalog cards independent numbers, or numbers of current continuations, so as to avoid either taking the cards out or meddling with the catalog.

J. T. GEROULD. — We enter everything except what is known ordinarily as a periodical on the supplementary card in the catalog. This supplementary card is arranged in such a way that it does not conflict with the main entry and can be removed more easily, and it will easily go back in its place. We do not use the card for monthly publications and quarterly publications, or anything of that sort, but we should use it for reports of societies, state reports and publications of that nature.

C. K. BOLTON. — I would like to ask Mr. Gerould what he does in the case of annuals? We have had two or three cases lately, as I suppose every library has, where annuals do not come. In one case an annual came in just a month before the next issue was due.

S. H. BERRY. — I find it is useful to go through our lists and find out what is due about a certain time, and if it is overdue to send a postal card. I allow a couple of weeks for receiving overdue papers or periodicals, and if they don't arrive, I then send out a notice calling attention to the fact.

F. B. GAY. — I hoped that Mr. Gerould would tell us something of how the large libraries collect title-pages and indexes. We waste money and time, which is more than money, in getting title-pages and indexes from foreign publishers. Those publishers take our money in advance, thus with a contract implied that they will furnish us complete volumes, and you sometimes cannot get the title-page and index without paying a considerable sum. I would urge the American Library Association to start a crusade against these publishers and compel them to furnish us, without so much added trouble and expense, with

the title-pages and indexes of the periodicals that we purchase from them. Take for instance the *Antiquarian* — you see in the March or April number that the title-pages or indexes of such a year in the past will be sent on the receipt of twopence. It will cost you at least five cents to send for it, and it will take perhaps a dollar's worth of time before you get it.

Mr. FLETCHER. — I wonder what the Columbia University Library does about its own university publications. I remember writing to the publishers and there was no response, but I supposed that there had been no title-pages and indexes prepared. Another time I wrote to another publisher on the subject, and he replied that there was no index prepared for the volumes in question, but referred me to one of the professors of the college, who replied that for the university he had typewritten tables of the contents and that he advised me to do the same. I did it.

C. W. ANDREWS. — I would like to add a word to what Mr. Fletcher has said. I have in my mind at the moment the name of the firms of P. S. King & Co. and the Macmillan Co. If you want a title-page or an index from them you have generally got to write for it every time, and they won't take a general statement that when you order the periodicals you always want the indexes and title-pages. You have to ask for each one separately.

Mr. BOLTON. — I once spoke to a New York publisher about this matter, and he said that nine-tenths of the people who read the magazines never looked at the indexes, and that therefore it was of no interest to them whether there was an index or not.

A. H. HOPKINS. — I wonder if something could not be done to induce publishers to send title-pages in a proper way. They generally send them rolled up in soft paper, and as they are not carefully handled in transit they are not in very good shape to put in the volume when we receive them.

Mr. GAY. — Why could we not try to boycott offending publishers, and say that we won't subscribe to their periodicals unless they furnish us properly with title-pages? This ought to be effective.

Miss I. E. LORD. — Don't you think it would be better, before paying the bill for periodicals, to get all the title-pages, etc., that are wanted, and if you get them through an agent to tell him in

advance that you want these title-pages, and that you must have them if he expects to be paid for his periodicals?

Miss E. E. CLARKE. — It seems to me that the way in which the Association could bring the most influence to bear upon publishers is by each member individually writing to the publisher and finding out if there is no title-page or index. I have in mind at the present moment the case of *Harpers' Bazar*, which has changed its form from a folio to an ordinary octavo in the middle of a volume. This, I think, is a much more serious matter than difficulties with title-pages or indexes, and I would like to inquire how many libraries have done what I have not done, written to the publishers, complaining of this and calling their attention to the fact that it is a bad thing for the *Bazar*.

A show of hands demonstrated that four of those present had entered such complaint.

CHARLES MARTEL. — It has not infrequently happened that I have had a volume of a periodical supposedly with the title-page missing and with the index missing also, and have accidentally found these to be in the last issue somewhere, but not at the end nor at the beginning. The person in charge of the periodicals had simply missed finding them.

T. L. MONTGOMERY. — This question of indexes is apparently an interesting one, but, with the class of indexes that we are at present getting, as far as I am concerned the volume is quite as complete without an index as with one. If the American Library Association could do anything to have the *quality* of indexes improved, it would be doing something much more effective than complaining of their unsatisfactory delivery.

Mrs. M. C. SPENCER. — In regard to writing to publishers, I have written many appealing letters, full of pathos and sentiment, and I have never received any response except perhaps a card saying that there was no title-page or index. I do not think you can work on the sympathies of publishers.

JOHNSON BRIGHAM. — I do not think an individual protest amounts to much. Three men may go out from any legislative assembly and go away and keep on talking individually, and their talk will not amount to much; but if they go out as a company or an association and then go back as representatives of that association they will be heard. Now I think we might

learn a lesson from the politicians and send a joint and united request rather than keep on writing individually and waiting indefinitely for a response.

Dr. RICHARDSON. — Certainly, we shall make a united protest through the committee on this subject, of which Mr. Fletcher is chairman.

Dr. STEINER. — I wish to call attention to a point which should have been noted before. It is the diabolical habit of some publishers of preparing American editions of English periodicals under different dates. The *Strand* does this, and there are several others, but *Cassell's Family Magazine* and the *Illustrated London News*, I believe, do not. There are, however, several others which are very nearly as bad in giving the same date to numbers that do not contain the same material at all.

E. P. VAN DUZEE read a paper on

#### REFERENCE WORK IN THE GROSVENOR LIBRARY.\*

Miss ISABEL ELY LORD read a paper on

#### THE COLLEGE VS. UNIVERSITY LIBRARY.

(See p. 45.)

Dr. RICHARDSON. — We have among us to-day Mr. Andrews, of the John Crerar Library. Mr. Andrews represents one of those libraries alluded to by Mr. Van Duzee, and I want Mr. Andrews to make a few remarks.

Mr. ANDREWS. — It is true that I am in charge of one of the few libraries similar to the Grosvenor Library, but while the scope of such libraries is rather limited, they present just the same problems and they cater to nearly the same classes of the population as the more general libraries. This fact leaves me in the position of the man in the House of Commons who always rose and said "ditto to Mr. Burke." As I listened to Mr. Van Duzee's paper, I noted that it gave as much information about the reference work of the John Crerar Library as it did about that of the Grosvenor. Still there are two points on which I would like to lay a little additional emphasis, as I think that they are of special importance.

The first is one of cordial agreement with Mr. Van Duzee's statement that no library is complete without a catalog in three forms, author, subject index, and classed catalog. The usual assumption is that the classed cata-

log is a substitute for the alphabetical subject catalog, and I believe that most of the Library Association think that it is a rather bad substitute. Our own experience has been directly to the contrary. We have a very wide range of reading, and the readers in all circles find the classed catalog easy to understand and easy to use. Still it is not complete without the subject index. You all know that I am in favor of the printed cards, and it is the printed card which makes it possible, without too great expense, to have these three forms in our catalog. You will find our solution of the problem in the sample catalog which is on exhibition in the library collection, and I think will find sufficient detail given there.

The other point on which I wish to speak is one where I differ with Mr. Van Duzee. I do not believe that perfectly open shelves in a large collection of books is advantageous to the reader. Miss Lord's paper has brought out the matter so well that it is not necessary to dwell upon it. There is great danger of an inexperienced reader being misled by out-of-date books, and where a great amount of time is spent in securing the best books they should be shelved in a way to emphasize the distinction between them and the great majority of works in a library. Therefore, I believe that Mr. Foster's plan of a standard library is a better solution of the problem than unrestricted access to the shelves. It is in that line that we are working at the John Crerar Library. I would like to have something like 10,000 volumes of the best books in the library made available to the public without the slightest formality; then we would not have to answer in detail the question, "What do you consider the best books on botany?" or "the best reference books on zoölogy?" but simply send people to the shelves to find out for themselves. We have prepared a bulletin, the first printed from our electrotypes of titles used in the card catalog, giving this collection as it stands at present. It is expressly stated in the preface, however, that this edition is issued only to obtain criticisms and suggestions for the improvement of the collection. We hope that the second edition will contain the best 3000 volumes in the different lines of our work.

One other point on which I differ from Mr. Van Duzee is the desirability of the establishment of the departmental system. So far as I

\* This paper was not furnished for publication.

can learn the general tendency in reference libraries now is away from it. There was a time, a few years ago, when we all considered the question of the departmental system for university libraries, and when it was strongly urged for reference libraries in general. My own experience, however, is that while the plan may be the ideal one and may be necessary in certain lines, as, for instance, Medicine and Patent Reports, where it is desirable to separate a certain definite class of readers, yet it seems to me that in general the tendency is toward the plan of the British Museum Reading Room as the most economical in administration and most desirable for its general results.

I will close by entering my objection to the division by which Miss Lord excluded the libraries of the Institutes of Technology from university libraries. The Germans are not wrong when they call such institutes technical universities. If an institution does research work, if it increases knowledge in the sciences and the arts, its real spirit is that of a university. I believe that the research work done at the Massachusetts Institute of Technology is the crown of its work, and that it is catered for by its library as a university library would cater for the research work of its instructors and students.

Mrs. SPENCER. — In regard to the withdrawal of books, I would like to ask some questions. In the Michigan Law Department as well as in the Michigan State Library, of course we have a large number of law books which, from a commercial standpoint would be perhaps of no great value, but as a history of the development of the law from its foundation to the present time these books have a value beyond all calculation. It has been a fixed plan in the Michigan State Library never, under any circumstances, to withdraw any one of those books from the shelves; it would be considered a damage to the library. We have sometimes eight or nine or ten editions of the one text-book and every one of the old editions is religiously put away and kept for reference and as a historical study for law students.

As regards text-books, it would seem to me that every text-book has a certain amount of historical value. I know that collections of old text-books sometimes bring large prices from the very fact that they are considered valuable in that line, and it seems to me that it would be

contrary to the spirit of library work to withdraw those books from any library.

Miss LORD. — In the first place, I said in my paper that the Institute of Technology is, as Mr. Andrews suggested, doing university work. To its being called a technical university, I have no objection whatever, but at the same time I hardly think that it can be called a university in the sense that the "studium generale" implies. And in the second place I certainly agree with Mrs. Spencer that old text-books should be kept for historical interest, but not for reference — the question is different.

Mr. FLETCHER. — In regard to the relation of the alphabetical subject catalog and the classified form, I would like to speak of some recent experimenting of mine, which seems to point to excellent results. Having given our readers in the delivery room copies of the shelf-lists in many departments to be used as class-lists, we have withdrawn from the dictionary subject catalog all the cards under such subject headings as form divisions in the class-lists, substituting for them a mere reference to the class-lists. For examples of such headings I would refer to Sun, Moon, Venus, etc., in astronomy. Ultimately we hope to reduce very considerably the pressure on the card catalog by thus dividing the burden between it and the class-lists.

Mr. ANDREWS. — I do not like to rise again, but want to say "ditto" to Mr. Fletcher. I have had the honor of the same solution of the problem.

W. C. LANE. — I think a little light has been thrown on this point by the subject index of the Harvard College Library. This index is practically what a dictionary index would be except that it is made of references instead of entries. Now, there are comparatively few entries there which do not refer to more than one part of the class catalog, and, as I understand Mr. Andrews, his plan and purpose is to bring these entries, which are not together, into one place in the class catalog, side by side under the dictionary heading; in the other cases where only one reference would be necessary, everything would be found in the catalog.

Just a word in regard to the question of exclusion. It seems to me that Miss Lord and Mrs. Spencer are both right. Miss Lord's remarks apply to small libraries whether they are college libraries or general libraries, and these should unhesitatingly exclude books which du-



plicate those already on their shelves, or books which are offered which they do not need. And I hardly think it a wise plan to keep every text-book, because these keep on increasing in number indefinitely and there would be no space for them unless a library had unlimited room, and no library has that; but it is not necessary to burn them. If there is any college or other library which has made a practice of collecting and keeping all those old text-books, these text-books should be turned over to them.

W. P. CUTTER. — The law of the United States absolutely forbids the destruction of public property except by a board of condemnation. It must be sold or given away, otherwise it is impossible to exclude a book once it has got into the shelves of a public library, except it is voted out by three men. In regard to the placing together of a number of periodicals or continuation parts that will be completed some time in the next century, I leave everything on the shelves except the current number of the periodical. There is only one classification and there is only one place to put them. I have no reference library or special collections and this is the only method that I know about.

E. B. HUNT. — As regards the periodicals on the shelves, our method was to leave them on the shelves tied up in bundles until we had the complete volume; but we were constantly losing one or more numbers, they were a source of unending trouble, and finally we adopted the system that everything which is included in books, bound volumes and parts, is kept in one room for preservation, the current numbers only being on the shelves. We make a note in our catalog to the effect that the current numbers of such a periodical are on the shelves, but that the back numbers are to be found in the periodical room. We do this particularly in the case of the scientific and technical works. We find that keeping the current numbers on the shelves is difficult.

C. K. BOLTON. — We have a sort of a duplicate system in our library. As soon as we get a new edition of one book we take the other and put it upstairs, so that upstairs we have a duplicate collection of books that are rarely used or are somewhat out of date. This would meet some of the difficulties mentioned by Miss Lord or Mr. Andrews.

Miss CLARKE. — Miss Lord's paper urges all college librarians to get rid of everything that

they do not want and that is rather antiquated. I think this is very bad advice indeed, because we do not know how far a library or a college is going to develop. In Vermont we are a university, and we call ourselves a university, though Miss Lord would not call us one; but the difference between a college and a university is mainly a matter of funds, and we have generous friends who are worth many millions of dollars and may die within the next fifteen years, and so we may find ourselves a university, even according to Miss Lord's definition. What Miss Lord has advocated is sending books which we do not want to some library which makes a specialty of them. Now we do not approve of specialties in libraries. We think they are not desirable. Although we have never bought a genealogical book, we take everything that is offered to us, because we think that we may some time have funds to develop such a department quite as valuable as that of any other library.

Dr. STEINER. — Regarding the question of the exclusion of books, it seems to me that the librarian is rarely competent to do much excluding unless he is a specialist, because the subject of exclusion is a very important matter. It frequently happens in different editions of books that a certain edition is valuable for some special reason and it may often happen that a later edition is not as valuable as an earlier edition of the same book. Take for example the well-known legal text-book, Smith's "Leading cases." Any librarian will tell you that the ninth and the current editions are not as valuable as the eighth edition because of the different editors. The man who edited the ninth edition is not as able a man as the one who edited the eighth edition. But unless I happened to find that out I would take the eighth edition out of my library and keep the ninth edition. It is the same in many other works where we may put aside a valuable edition of a work and keep on our shelves one that although later is not as valuable. It seems to me that this is a matter that should be gone about in a very careful manner.

Dr. BILLINGS. — I am very much disposed to agree with Miss Lord as to the policy to be adopted in college libraries. As Dr. Steiner says there are certain editions of text-books and other books which are more valuable than

others, and it is true that a complete collection of editions has a historical value. In the Washington Medical Library I have placed series of ten, twelve, or fourteen editions of books no one of which has any special value. But the general principle enunciated by Miss Lord, regarding the collection of the college library, and even of the small general library, is the same as that enunciated by Mr. Adams in regard to the Quincy Library, that it is not where books on special subjects are piled up that they will be the most use, but that it is where they will be called for.

I do not care to have a long series of editions of text-books on arithmetic in the New York Public Library when I know that Columbia has a special line of books on that subject, and while we do get the principal books and do take the principal journals relating to education, as called for by the association of teachers, we are perfectly willing to do without an elaborate display of old and worn out text-books in this line. Out of date editions of common text-books are of no practical use in most libraries, but they give the attendants trouble in taking care of them.

With regard to the departmental system, its success must depend greatly on the users and on the plan of the building. We have adopted

it for certain lines; for example, Hebrew literature and Jewish history, which are in great demand by a special class of readers and require an attendant having special knowledge and accomplishments. The same is true as regards Slavic literature. When we get the new building arranged we will have a special place for our books and documents in connection with American history, which are now in the general library, and which it is not desirable for many reasons to place in the general reading room.

In regard to the catalog question, I should say that the plan described by Mr. Andrews of having a class catalog, an index catalog, and an author catalog is the correct one if the arrangements are made by means of printing, and if it can be afforded it is a wise expenditure. As regards the printing of class-lists in sufficient quantities to be available for readers, it is a great convenience, as then a searcher may have a dozen titles before him at once, and there is a great satisfaction in being able to see groups of titles, as in the British Museum Catalogue, instead of having to turn over card after card.

W. I. FLETCHER was elected chairman of the Section for the ensuing year, and the meeting adjourned at 12.50 p. m.

## LARGE LIBRARIES SECTION.

TWO meetings of the Large Libraries Section were held, one a joint meeting with the Trustees' Section, conducted as a regular session of the conference (*see* p. 131), the other a meeting devoted to the consideration of

### OPEN SHELVES IN THE LIGHT OF ACTUAL EXPERIENCE.

This meeting was held on the evening of Friday, June 8, under direction of W. H. BRETT and Dr. B. C. STEINER, respectively chairman and secretary of the section.

The meeting was called to order in Convocation Hall of the Presbyterian College, at 8.45, by W. H. BRETT, who said: This is the third annual meeting of the Large Libraries Section, the first having been held at Lakewood in 1898, and the second last year at Atlanta. The section was organized for the purpose of discussing questions which have to be met by those in

charge of libraries which are large enough to require division into departments and extend their work by branches. The meetings of the section thus far have been devoted to such questions.

Dr. B. C. STEINER read a paper, by S. S. GREEN, entitled

### TO WHAT CLASSES OF LITERATURE, IF ANY, SHOULD ACCESS BE ALLOWED?

(*See* p. 34.)

T. L. MONTGOMERY. — It is impossible that this paper should go on record without some objection being made to it. I don't think it makes any point worthy of consideration, except as it touches on literature for children. I see nothing in it that calls for closed shelves; I see no argument for saying that certain portions of every library are shut off from the public. That is done in open access libraries purely for

the reason that the books are either valuable, in which case it would be silly to expose them unnecessarily, or that they are not needed by the general reader. I don't think Mr. Green's point in regard to making thieves has any value. You might as well argue for locking a child in a room so that he will not steal. If there is any good reason for supposing free access to shelves to be a failure, I would like to know it. I have the honor to be a trustee of a library that is circulating more books to-day than any other library in the world. It is an open access library, and, as far as I have anything to say in the matter, and as far as Mr. Thomson is concerned, it will remain open until some good reason for closing the shelves is given.

Dr. J. S. BILLINGS. — It would be better to postpone discussion until all the papers are read, as there are some different aspects of the subject to be presented. I wish to say, in Mr. Green's absence, that he is perfectly correct, within limits, in saying that open shelves hold out inducements to theft, and teach some children to steal. But many of the children may be thieves in the first place, and it is an open question whether a dozen thieves are not counterbalanced by the highly increased moral character that may be developed in the rest of the children.

W. E. FOSTER read a paper on

ACCESS TO A "STANDARD LIBRARY."

(See p. 36.)

H. L. ELMENDORF read a paper on

ACCESS TO A "SELECTED LIBRARY:" THE  
BUFFALO PLAN.

(See p. 38.)

A. E. BOSTWICK read a paper on

DUTIES AND QUALIFICATIONS OF ATTENDANTS IN  
OPEN-SHELF LIBRARIES.

(See p. 40.)

In the absence of P. B. WRIGHT his paper on

CHARACTER OF PERMITTED ACCESS TO THE  
SHELVES

was not read. It is printed elsewhere. (See p. 35.)

Dr. STEINER. — I had great pleasure two years ago in visiting the Buffalo Public Library and a year ago in seeing Mr. Foster's projected building, and it seemed to me we had there two ideas which would work out in such

a way as to give such access as was proper for the public and not give that which was improper. Mr. Foster has pretty clearly explained everything, but Mr. Elmendorf has not explained two or three things, and I should like to ask him a question or two. Mr. Elmendorf, you spoke of having introduced additional safeguards, so as to considerably diminish the loss. Would you tell us what they are?

Mr. ELMENDORF. — In the first place the charging desk was put immediately by the door where everyone had to go out of the room, and in front of the door were a pair of turnstiles, through which people, in coming in and going out, were compelled to pass; immediately in front of these was a sign: "Please have your book charged before leaving this room;" so that a book taken is a book stolen, and not taken by misapprehension.

C. W. ANDREWS. — Where do you put reference books?

Mr. ELMENDORF. — We have a reference room of 2000 books, which immediately adjoins the selected library. The rooms are open, and we have had no trouble with any noise that would interfere with reference work in the room immediately adjoining. This room is occupied on an average by 60 people the whole time, and it frequently has as high as 150.

F. P. HILL. — Mr. Elmendorf spoke of the total loss in his library as 728 volumes, 400 of which came from the open access room, and the balance, I suppose, from the stack room. How many from each room?

Mr. ELMENDORF. — Two hundred, and a few over, we lost in the children's room. The others, I think, were lost in the open reading room by putting books which belonged to the stack in the open-shelf room. We filled in with books which did not belong there, there was such a demand for them.

Mr. HILL. — How many of those stolen or lost have been returned?

Mr. ELMENDORF. — I cannot tell you now, though we keep a record.

Mr. MONTGOMERY. — I would like to say in reply to the remarks of Dr. Billings, that our experience in Philadelphia has been that children don't steal books in large quantities. There may be something in the hereditary influence of New York which is different from that of Philadelphia. Our worst experience has been in the class of books representing the

engineering section, where we have had more losses than in any other class.

Dr. BILLINGS. — It would be rather interesting, I think, to get some data as to books stolen. My experience is: first, text-books; then school books, then engineering manuals; and at certain seasons of the year, guide books and books of travel. If you put cookery books on the shelves, they also disappear — and I don't think they are taken by children or by men. The New York Public Library at present is on the edge of a section of the city where the residents are not criminal, but are ignorant and disposed to be vicious; and the younger portion have a keen thirst for information. The number of persons who steal books for the purpose of selling them is not large; and I don't think children ever begin in that way. Boys of 15, 16, or 17 begin by taking books they are going to use. Shorthand manuals, for instance, are dangerous things to have on open shelves. But after a time they find they can get 10 or 15 cents for a book, and the quickest way of raising the money seems to be to go in the library and look over the books and take one. In most cases, the persons who buy these books tell me that generally they have been stolen by youths of from 16 to 19 years of age.

F. P. HILL. — It would be interesting, I think, to know what steps have been taken by Mr. Elmendorf, Mr. Thomson, and Dr. Billings to secure stolen books from the second-hand bookstores, where, possibly, they have been sold, or whether the second-hand booksellers are on the lookout for such books. In Newark, where we have made some little attempt at free access, we have lost very few books, and we are in such close touch with the booksellers that we have been able to trace most of those.

Miss A. R. DOUGHERTY. — We had open shelves about 13 months ago, and about 10,000 persons have used them. They contain 8000 books, 1500 of which are exceedingly valuable; and of these 1500 not one has been lost or mutilated, as far as I can tell. Of the other books, there is to my knowledge but one missing, and it is of comparatively small value. It was bought for general circulation, and was rebound, and probably not returned to the shelves.

S. H. BERRY. — We have over 40,000 volumes for absolutely free access. There has been no loss shown by the one inventory we

have taken; but that does not prove much, as we are six floors from the street, and everyone must pass in and out by an elevator; this gives us protection.

Mr. MONTGOMERY. — Stewart & Co. and George H. Rigby, second-hand book-sellers, of Philadelphia, know the marks on the Free Library books, and return them to us without comment.

Mr. HILL. — How many do you get?

Mr. MONTGOMERY. — Last year about 40.

WESTON FLINT. — I don't believe children steal books. I suppose some books are taken by persons who take them away carelessly. I have had experience of about 11 years in the Patent Office Library, and have had about a year and a half in the Washington Public Library. In the Patent Office Library we had stolen books sent back to us about every second week, and in this library the people were not allowed to borrow books out at all; but in the Public Library during a year and a half we have not lost a book. The first year the Public Library was open we had about 12,000 volumes, and a circulation of about 120,000; we could have circulated five times more if we had had them.

Miss E. G. BROWNING. — Perhaps children don't steal books, but when we last took stock we found 300 books missing from our children's department.\* In the branches, of which we have five, after four years' experience, two branches, without entire access to the shelves, have lost no books, and the other three have lost from 15 to 20 each.

L. L. WARD. — I find that children do steal books, and that the greatest vigilance on the part of the attendants will not prevent this. Many of the losses in a department of which I at one time had charge could not be explained in any other way. The books taken are almost always children's books. I feel chiefly concerned in such cases as this because it teaches the children larceny. The first book taken leads to taking another, and this may lead to worse things. I believe in open shelves, but I believe that safeguards are necessary.

Mrs. SANDERS. — My experience has been

\* Miss Browning sends a correction of this statement. She says: "Our July inventory showed that all but 10 of these books have been returned; that part of the supposed loss was an error on the part of an attendant making the inventory, and that the rest of the books were evidently borrowed (not stolen) by children who supposed that was the way to take them."

that all the books we have lost have been taken by scholarly people.

E. M. FAIRCHILD.—From my study of children it seems apparent that in every community there is a certain proportion who will steal any thing they can lay hands on; they possess a certain predatory instinct.

Mr. BOSTWICK.—In my experience also, children steal books, and in many cases the loss from the juvenile portion of the library has been equal to that from all the rest of the library put together. What Mr. Fairchild says is quite true; many children steal books just to show what they can do, and the one who steals most is looked upon with admiration. I think there is undoubtedly a strong predatory instinct in a certain class of boys, and we must guard against it.

J. K. HOSMER.—While it is true children steal books to some extent, we dread grown-up people more than children; and we dread most the scholarly people. We lose more books from our branches than from the central library; at one branch in particular the percentage of loss was more than double that of the central library.

Mr. ELMENDORF.—Children do steal books, as they steal other things. The predatory class exists everywhere, and I would rather believe in the inaccuracy of an inventory which gave no loss in a circulation of 120,000 volumes a year, than in the honesty of children, because dishonesty exists everywhere. I want to say one thing most emphatically: we don't *teach* children to be thieves. Many a child who has stolen a book, and been found out, has been led to reform. We do nothing to encourage stealing by throwing our shelves open. We try to make good citizens by laying the responsibility of stewardship upon the children.

F. M. CRUNDEN.—I can add further testimony as to whether the child steals books. We have caught him red-handed, and our shelf list shows the abstraction of some 400 volumes in one year. We assume the child did it; but I don't believe we are therefore making thieves. Whatever course we are going to pursue, there is no use shutting our eyes to the facts of the case. We are running the risk of losing books; there is no question about that; but the question is, Is the risk of losing a few books a year greater than the risk of turning people away from the library? We are seeking to invite

people in to the library. To me the question of open shelves is no longer an open question; I settled it in my own mind some time ago—at the close of the discussion in Atlanta—and I am of the same opinion now. I don't think the public have any desire to get into the stack of a large library. They would be lost there. They would see books, the titles of which, perhaps, they could not read, and which would be of no service to them. But they do want to look at the popular books of the day, and when you allow them to do that they are perfectly satisfied; the rest of your books can be kept in perfect order. If the books get out of order in the open-shelf room, nobody is particularly harmed, because if a person wants a particular book, he goes to the counter and gets it; and if he looks for it in the open-shelf room, he perhaps finds it in a wrong place. It will not do because we lose a few books to restrict their owners from access to them. I believe open shelves invite and develop honesty. I believe the great losses at Buffalo during the first few months were because the people had not been taught to use their freedom.

A. H. HOPKINS.—I have been sorry to hear that the youngsters have so black a name. It was announced in print last winter that in a university, which I will not name, the losses of books had been very heavy, and that about 400 volumes stolen were from the department of theology. I make this as a statement of fact, for I obtained confirmation of it.

T. L. MONTGOMERY.—In all this conversation there has been nothing at all said about the advantage of the open-shelf system to the reader. The case has been presented by two people avowedly opposed to the open-shelf system, and we have been allowed to defend ourselves. I would suggest, that at the next meeting, the open-shelf people be allowed to present the case and that the others should controvert anything that may be excepted to.

J. C. DANA.—This question was closed for me over ten years ago, and closed of course in favor of free access. This was not through any special insight on my part, but largely through reading the things that had been said on the subject; things that even then, seemed to settle the matter. Mr. Herbert Putnam, in particular, presented the whole case in a paper read before the A. L. A. at San Francisco in 1891, a paper which says all that need be said

to convince us all that a free public library is not a free public library until it is open to the public. In the same year, when the A. L. A. came through Denver on its way to California, and saw the little library I was then managing, with free access to everyone, the comments were to the effect that "you in the far West may do this with a small library, but in the East, you know, with a large library, you cannot do this sort of thing." This, in spite of the fact that it was being done, and had been done for some years by Mr. Brett, of Cleveland, Mr. Putnam, of Minneapolis, Mrs. Sanders, of Pawtucket, and by others. The idea had then taken root, and it began to grow. In 1894, when the matter was under discussion at the Lake Placid conference, of the two or three hundred library people present, very few, if I remember rightly not much over a dozen, were willing to show hands in favor of open access. Last year at Atlanta the opinion was overwhelming in its favor, and it evidently is at this meeting this evening. The question seems now to be not so much how shall we answer the arguments against this system as how shall

we find opportunity to tell of its excellencies!

I would like to call attention, Mr. Chairman, to the fact that the subject under discussion is the access of the public to the shelves of their library. The subject that is actually being discussed is, do children sometimes steal when they have the chance?

C. A. CUTTER.—There is one thing which I think is rather important. We seem to be considering this matter entirely from the point of view of large libraries. I want to urge upon the representatives of small libraries that they should not be very much affected by what has been said about large libraries. All that has been said in favor of open shelves in large libraries applies to small libraries, and much that has been said against open shelves in large libraries has no application whatever in small libraries.

W. H. BRETT.—It is undoubtedly true that if a large library in a large city can conduct open shelves successfully, any library in a town or village can do so.

Adjourned at 10.30 p.m.

## CATALOGING AND CATALOGERS: ROUND TABLE MEETING.

AN informal "round table" meeting for the discussion of questions in cataloging was held on the morning of Monday, June 11, in one of the lecture rooms of the Presbyterian College. No set program had been prepared, but under the direction of the chairman, A. H. HOPKINS, a number of propositions, submitted by prominent catalogers, were roughly classified and written out on a large blackboard. These were read in turn by the chairman, and submitted to general criticism and discussion. About 125 persons were in attendance.

The meeting was called to order at 11.20 a.m. by A. H. HOPKINS, who said: Let me say that this session of the Catalogers' Section is a preliminary one and, in a sense, a test session to see if there is sufficient interest to warrant the formation of a permanent section. The meeting is to be wholly informal and there are absolutely no set papers or speeches to be presented. The time is to be devoted to discussion and the expression of personal opinion.

With a view to forming a line for general guidance of the discussion a number of proposi-

tions have been formulated and are written on the blackboard before you. This does not form a program, however, and may be varied from at any time to admit discussion on other subjects of interest which may be brought up. It will doubtless appear, as we proceed, that a number of the propositions point strongly toward co-operative cataloging. Indeed, the atmosphere seems electrical with this subject, and I invite full and free expression of personal opinion at this meeting.

J. C. HANSON.—I would suggest that number 2 at the bottom of the board be taken in connection with number 1 at the top, as they pertain to the same subject, and it strikes me that number 2 will cause more discussion than number 1.

The CHAIRMAN.—I will read the propositions (*reading*):

1. A pseudonym may be used instead of the real name, with cross reference under the latter, when an author is known in literature by the pseudonym only.

2. (*At bottom of board*.) A book published anonymously or pseudonymously shall be entered

under title or pseudonym respectively, even if the author be known, or supposed to be known; in this case information as to the authorship shall be given in a note and added entry made under the name of the author.

The rough classification shown on the board was made hastily, and these two propositions may well be considered together.

Miss THERESA HITCHLER. — While I was cataloger at the New York Free Circulating Library I made a rule to refer in every case from the pseudonym, when the real name was known. Since I have been connected with the Brooklyn Public Library I have put everything under the pseudonym when the pseudonym is better known. I find that it is best to stick to the rule of putting everything under one name. If I think a pseudonym is better known to the people who come to the library then I put the main entry under the pseudonym. Of course in a reference library the case may be different. People's knowledge of authors depends upon where they get their knowledge of books. We really can hardly form any exact opinion ourselves. The best way is to stick to a certain rule, but there will always be exceptions — if you decide to put Marlitt's books under Marlitt and to put Samuel L. Clemens' books under Mark Twain, because they are both better known under those names, you will probably find people who will know the books only under the names that are just the reverse of the way in which you have them. The great point is whether names in a few cases like George Eliot and Georges Sand — where the real name will never become generally used — should not be put in a note under the pseudonym as main entry.

Miss R. F. DOANE. — I should like to ask in the case of some recent books where we are not certain whether the name is a pseudonym or not — Do you put a note in pencil and change it when you find out the truth? Of course you could change it in time for the catalog.

Miss HITCHLER. — At present, I leave the original entry. Take for instance the case of Marlitt. That name was so long familiar that even after the real name was better known I simply left the entry in our records as Marlitt and I think I will leave it as Marlitt. I think it is better to leave books under the names by which the writers are best known to the public. Consider, if we entered a library as most readers no, we should not be familiar with all such de-

tails. We tell the public to consult the catalog; but the catalog is Greek to them and they do not know about its details. We ourselves were once as unfamiliar, and certainly the public cannot be expected to know a catalog as a librarian does. People do not care to know from a catalog how many pages there are in the book. I believe in having the catalog for the public just as simple as possible and also in having an official catalog for the librarian which shall be just as full as possible, giving almost all the particulars that may be available about a book.

Miss SULA WAGNER. — For nine years we have entered under the pseudonym. It is not an experiment and has proved very successful. In some cases we make two entries; in other cases we refer only to the real name of the author until it becomes decidedly better known than the pseudonym. We have the change of one author's name under consideration — Sara Jeannette Duncan; she is becoming known as Mrs. Cotes to some of our readers and we have been considering the question of changing the main entry to that name, but have decided that it is not necessary. We treat married women as we do pseudonyms.

Chairman GIFFORD. — The next proposition reads:

"A society is to be entered under the first word, not an article, of its corporate name with references from any other names by which it is known, especially from the name of the place in which its headquarters are established."

Miss EDITH E. CLARKE. — I cannot agree with that. I deal with historical societies a great deal and their names to a large extent begin with the word "Historical." If we adopted this system we would have no end of entries under the word "Historical" in our catalog. There are also many state historical societies which use the word "State" in their corporate names. It seems to me that these should be entered in the ordinary way and referred to by cross reference.

J. T. GEROULD. — I think the same as regards the various German academies, whose names generally begin with a lot of adjectives of one sort or another. I would be surprised to find any reader able to remember the beginning of the names of these academies, and if these are entered under the first word of title there is no possible means of showing the extent of the collection. It seems to me much better to index

according to the system of the British Museum.

The CHAIRMAN. — Proposition 4 is :

"A book by more than one author shall receive as heading the name of the first-named author only, with additional entries for the other author or authors."

You will note that this points towards the printed card.

W. P. CUTTER. — I object particularly to this, because in the case of very many scientific works the man last named really wrote the work, under the supervision of the director or professor whose name heads the entry.

E. B. HUNT. — It seems to me that this would lead to a great deal of confusion, because there is a radical difference between the work that a man does himself and the work that another does.

F. M. CRUNDEN. — I would ask for a show of hands on this question to see what the general opinion is.

A show of hands was taken, with the result of 16 in favor of the proposition and 50 opposed to it.

W. H. TILLINGHAST. — I should like to say that my vote was purely an expression of personal preference, and is not to be interpreted as a disinclination to adopt the other scheme if the co-operative catalog requires it.

C. W. ANDREWS. — As I understand the matter it would not endanger the system of co-operation if the votes were one way or another.

F. M. CRUNDEN. — I think that minor differences of opinion are insignificant compared with the advantages and saving to be derived from the co-operative system. But there is a great deal to be said on the other side, and I think it is desirable in voting on this question that we should vote in regard to what we think is really the best.

Miss E. E. CLARKE. — If this affects the co-operative catalog I should wish to give my vote on both sides. You cannot make such a rule without numerous exceptions, and it is too large a question to be voted on without further explanation. It seems to me that we ought to consider the matter very carefully.

Mr. HANSON. — I voted in favor of the rule on the understanding that it would be easier in furtherance of co-operative cataloging to follow one rule simply and make certain exceptions that will always be the same. Certain

exceptions may also be made in different libraries, I think.

The CHAIRMAN. — One word of explanation in regard to these propositions. They were made with a slant of the eye towards the co-operative catalog and what we want to get is opinions.

The next proposition was read, as follows :

"All editions of the same book are to receive the same heading ; thus an anonymous edition of a book afterwards published under the author's name is to receive the author's name as heading, with a note : 'published anonymously.'"

C. W. ANDREWS. — My objection is that I hope we will all use the printed cards before long ; the use of the printed cards will affect many of these details and will make unnecessary a number of the questions that are now being asked ; and I think that the words of the title-page should as far as possible be on the printed card. I am not sure that it is worth while filling out the authors' names. In the matter of the names of societies, I think they should be entered under their corporate names, even the names of the German universities. I think also that we ought to say in these discussions, what kind of a library we are speaking for.

I suppose what is generally wanted is a scholarly bibliographical description, and I do not see why, with the use of the printed cards, all cannot have it.

Miss WAGNER. — Do you mean that you would not make an entry of the author's name in the catalog, that you would only mention the name of the book ; or would you make a double entry ?

Mr. ANDREWS. — Where the author is well known it is not always necessary, but generally there would be two entries, and each would be complete.

C. A. CUTTER. — It seems to me, if this scheme is adopted we will have to change many of the rules we have at present ; but we should not hesitate to change our rules to keep up with the conditions of the present time.

W. S. BRISQ. — I think we are looking forward to the day when we will all have a co-operative system. I agree with Mr. Andrews. A good many libraries have the printed cards and it is not wise to have a lot of cards printed and then to change them. It seems to me that the larger number of libraries that have their



cards already printed are not going to change the form.

Mr. BARNWELL. — My reason for opposing is that I think, as a general principle, the heading of the main entry of the book should be in the form in which the book itself is published; that is, if it is published under an autonym let the autonym be given, if under a pseudonym, then let the pseudonym be given, and if the book be anonymous, then let the fact be stated. Any other information that you want to give can be supplied and enclosed in brackets, but the main entry, I think, should be held to that form of the author's name, or of the title of an anonymous work, in which it was published. A great deal of confusion arises periodically, from the indexing of certain pseudonymous authors' work under names by which they are not as well known as their real names, and sometimes vice versa. Now, the general public knows a book chiefly by the way in which the title-page reads. The catalog itself is made chiefly for the use of the catalogers or librarians, it is not made for the general public according to this system; but is this correct? No, it certainly is not, the catalog should be for the public generally and not for the use of the few who happen to be librarians or catalogers, and I maintain that the form of the heading should be in such phrases or words as would be most easily recognized by persons of ordinary intelligence. Of course, I would supplement the information given by a cross reference under the name of the author, or supposed author, because in very many cases these are not the real names of the authors but merely are supposed to be.

Mr. HANSON. — If all could afford to make duplicate entries, they might index under the pseudonym until the real name has been found; make a double entry, one under the real name if known, and another if the book has been published anonymously and the author's name has been afterwards found out; and in the cases of books published under initials, spaces might be left and the initials afterwards filled up. In a large library, such for instance, as the Boston Public Library, I think this bibliographical method could be followed, but there are certain reasons that militate against it.

The CHAIRMAN. — Do you mean in connection with the printed cards?

Mr. HANSON. — Yes, sir.

CHARLES MARTEL. — May I ask what would be the objection to making a general reference index as mentioned by Mr. Andrews and others, and making a bibliographical entry showing different editions to save duplication of entries. Take for instance the Waverley novels, which if there are various editions might be put under Sir Walter Scott. It seems to me that a good many duplicate entries might be saved in that way. The author's name should I think be always on the catalog, save it was an anonymous work, when a note to that effect might be put in instead.

Mr. CRUNDEN. — Mr. Barnwell's principle I think is correct. The catalog should be made so that it will be easily understood by the public. Of course the cataloger himself can understand it, no matter how bad it is, for he has made it himself, but the public is to be considered. His deduction from that principle is the direct contrary of what it ought to be, and it is from that principle that we accept Mr. Andrews' conclusion that the entry ought to be an exact transcript of the title-page of the book, though we want to do as Mr. Barnwell says, make it so easy that the public can understand it. I have yet to find on what principle a catalog can be constructed that can be used by a person unblest with intelligence, I don't care what method of entry is followed, a person without common sense cannot use a catalog. I can see no possible gain in fully entering the title-page because the book has been published anonymously, more than if it was published under the author's name or if the author's name is discovered. I can see no possible gain in making the entry in bibliographical detail. I think the old system that starts out with a cross reference settles the matter once for all. It seems to me if you make an entry for each edition when you have several editions nearly alike, it might be done as we do in our own library where we enter half a dozen editions in the same card when there is no variation that would change the alphabet. If there is a change in the title we put them in the catalog separately, but always under the author's name.

A show of hands resulted in a practically unanimous vote in favor of the proposition.

The next proposition was as follows:

"Noblemen are to be entered under their titles unless the family is decidedly better known."

E. B. HUNT. — May I ask, in case that is

adopted, what you intend to do in the case of books published under the title of a gentleman who afterwards acquires a higher title? For instance, we have some pieces of music and some critical writings by Lord Burgersh, who later acquired the title of Earl of Westmoreland. What are you going to do with the writings of Westmoreland? Why not have one entry under his real name?

Mr. BARNWELL. — I should answer that question, Mr. Chairman, on the same general principle that I have already advocated. I would put it in the catalog under the name with which the book was published, and then make a cross reference to the other form of name.

The CHAIRMAN. — Here is a democratic heresy which I am inclined to favor: Let the main entry be made under the name with which the man was born, or which he received not long thereafter.

The following proposition was read:

"Names of places are to be given in the English form. When both an English and vernacular form are used in English works the vernacular is to be preferred."

Mr. BARNWELL. — I would suggest that we take these sections separately. "Names of places are to be given in the English form."

Miss E. E. CLARKE. — I would suggest that we leave the question of spelling to the United States Board on Geographic Names. I think that would be the most satisfactory. As I understand it where the English and foreign names are different we use the vernacular. "Porto Rico" is a poor example, but I cannot think of any other just now.

A MEMBER. — "Leipzig."

Miss CLARKE. — Yes—"Leipzig" for example. There is a question whether "Leipzig" is in general English use, which makes it a difficult question for the cataloger. But my suggestion was that when the United States Board on Geographic Names makes a decision as to the form of the name, that form should be accepted by the cataloger.

Mr. BOSTWICK. — Let me call your attention to the fact that the proposition on the board does not say "general English use." I would suggest that the word "general" be inserted there and the proposition would I think not be open to so much objection. We all know that in recent times there has been a public tendency to the use of foreign forms. You will find this

in some English books. We often find the form "Wien" for "Vienna." We use the form "Wien" in cataloging, and I think if this form is retained some method should be developed to show which names are to be given in the form as generally accepted.

Miss CLARKE. — Another example that I have just thought of is "Chili." It was formerly spelled "Chili" and now the spelling is "Chile." I do not think anyone is in favor of the spelling "Chili;" if anyone is I should like to know.

By a show of hands it was made evident that four favored the spelling "Chill," while over 20 favored "Chile."

The CHAIRMAN. — Miss Clarke, please put your proposition concerning the use of the decisions of the Board on Geographic Names again before the section.

Miss CLARKE. — I believe that the decision of the United States Board on Geographic Names as to the form of the name of a place is the correct one and should be adopted.

Mr. MARTEL. — The United States Board on Geographic Names has given decisions on a very small number of names as yet, and I do not know that it has any intention of making a complete gazetteer. What, therefore, would you do in regard to names on which no decision has been made by the board?

The CHAIRMAN. — As I understand Miss Clarke's proposition, it is simply to use the decisions so far as the board has at present made any.

Miss Clarke's proposition was submitted to vote, with a result of 30 in favor, 5 opposed.

W. S. BISCOE. — I agree to that so far as it regards the spelling of American names. I should not recommend it for the spelling of the names of places which are not American or American possessions.

G. W. COLE. — It seems to me that the Board on Geographic Names has decided so few foreign names that it is very easy to agree with them at present, but what about the future? We should not bind ourselves to anything, because we do not know what their supplementary lists may be.

The CHAIRMAN. — This meeting is merely for the expression of opinion; we oblige the Association to nothing.

Mr. COLE. — I would suggest that you change the proposition so that it would simply refer to

names of American places and American dependencies.

H. L. ELMENDORF.—I would be satisfied to let the American board decide for American names, and let foreign boards decide for their own names. The idea is that each board should decide the national usage of its own names.

C. W. ANDREWS.—I may add that Congressional documents must have the spelling approved of by the board.

E. L. BURCHARD.—And all charts and maps and publications of that nature.

The Chairman read the following proposition:

"A book with the name of the author given, not on the title-page but on the verso of the title-page, at the end of preface, introduction, or of the whole book, is to be entered under his name, enclosed in brackets, and with a note: 'Copyrighted by,' or 'Preface signed by,' etc."

E. B. HUNT.—If the author's name appears in the book itself that is sufficient. It makes no difference whether the name appears at the end of the preface or not; the cataloger has simply to put the name down as it appears in the book, with a note that it only appears in the preface. As for brackets in such a case, that appears to me to be nonsense.

The following proposition was read:

"Books by an author who has had different names at different periods shall in each case be entered under the name on the title-page, with a note explaining the change of name, and receive an added entry either under the present name or that by which the author is best known in literature."

Favored by 8; opposed by 25.

Mr. BARNWELL.—I have already advocated that rule, Mr. Chairman, although I had nothing to do with the preparation of the questions. It carries out my idea exactly. We are making our catalogs for the use of the public, and most of the public know a book by that form of the author's name which appears on the title-page of the book.

Mr. BISCOE.—I dissent entirely from that. The public may know a book under the title-page with which it appears, but the title-page under which a book appeared 50 years ago they do not know. What the public knows is the form of the title-page as it appears to-day.

The Chairman read a proposition, as follows:

"Initials of forenames are not to be filled out, except in cases of authors who sometimes use

only an initial, sometimes write out their full names."

How many are in favor of this proposition?

Miss WAGNER.—How do you know that the author is sometime in the future going to fill out his name? How do you know that he is not going to write out his name in full? This is not a practical suggestion.

Miss HITCHLER.—And according to this rule books by the same man would appear in several places, and the public might be led to think that they were by different people,

Mr. CRUNDEN.—It seems to me that we will all agree on the general principle that rules should be made so that there will be as few exceptions as possible. Now it is absolutely necessary in some cases to give the full name of an author to distinguish, perhaps different editions, where there is no other distinction. Such cases, then, give a simple rule to be generally followed, with the only exception in instances where you cannot find the complete name.

Mr. ANDREWS.—I wanted to say that there is one disadvantage in the printed card system, and that is the question of time that it will take to print the cards. Are you willing to wait two weeks or three weeks while we write and get the full name of the author?

Several members.—No.

Mr. ANDREWS.—This matter ought to be in your minds in this discussion. I came here this morning to learn your opinions on these points, which vitally affect the plan of the committee, because I suppose the largest single item is the preparation of the title; and in that the question of the full name of the author, the distinguishing of the different editions of the book, etc., all require a considerable allowance of time. Is it desirable that we shall spend much time in ascertaining full names, and if not shall we fill them out when we do know the names? In that way you would have to fill them out as you get to know them, and you will always have a catalog and index with some names filled out and some not. The matter is not at all clear to my mind.

Mr. BISCOE.—I have always found some names in a catalog filled out and some not. Is there any reason for omitting to fill out a name that we know?

Mr. ANDREWS.—No.

Mr. HANSON.—I think all libraries will have

to do a little looking up of names after receiving the cards. For instance, if the Publishing Section sends us cards with the initials filled in, and we don't want them that way, why nothing is simpler than to draw a line through the part we do not want.

S. H. BERRY. — There are a good many catalogers who make a name slip for every form of entry either of person, place or thing. We do this, and upon that slip we give our authority, which we look up once and for all, for everything that has been done, and I find that we save 20 per cent. of the time of eight or nine catalogers in our library; this makes these slips of some consequence. I found this particularly useful in the case of one man who had 13 different names; we cut them all out but four, and we had our authority for it on these slips. We have 26 trays, 16 inches in depth of these cards, and if carefully kept they are a great advantage.

Mr. CRUNDEN. — Since Mr. Andrews has said that the greater part of this work was the getting of the names, then we do not want to hunt up 13 names out of curiosity; and if we happen to find some of them, and they are on the cards, why we can cross out the superfluous ones.

A. R. SPOFFORD. — There is one question that occurs to me which I do not see written on the blackboard, and that question is this: The entry of titles is first prefixed by the name of the author, and there are many cases (in some cases they amount to thousands) in which persons of the same name have written books, and you have sometimes to deal with all these persons. The British Museum catalog may be mentioned as a conspicuous example. In that they distinguish writers of the same name by place of residence or profession, or by titles (of greater or less honor given by the universities and other institutions), and so on. But I do not find any systematic catalog known to me in which is used so simple a method of settling diversity of authorship as the one which I have used and will put before you. It is this: You know the full name of the author, and you can look up a little of his chronology; you can find his century at least, and you can find more than that in ninety cases out of every hundred; you can name the date of his death if he happens to be dead, and leave a dash after his name if still living. In this way people can find how old he was—and in some cases how

old she was, though not always the latter. Take for example Henry James the father and Henry James the son. Give for the father his chronology, 1811–1882 (the year of his death)—and then you have distinctive record, short, expressive, and a biographical fact. Then give for the son the entry "Henry James, 1843" (he was born in 1843), and leave a blank after that, as he is still living; and again you have a short biographical fact. I strongly advocate this system, and if it is properly kept it should prove of incalculable value to any library.

The CHAIRMAN. — I am happy to say that a considerable number of libraries seem to be doing this.

Mr. HUNT. — The same intelligent public for whom the catalogs are being prepared will in all probability take the dates for the shelf numbers.

Miss RABARDY. — The Boston Athenæum has been trying this date method for years and now we are erasing the dates and putting in instead note of profession or title, as, in the case of the Jameses, "Swedenborgian minister" for the son, and "Novelist" for the father.

Mr. TILLINGHAST. — We have been in the habit of using the place from which the writer comes, or some designation like "poet," "novelist," or something like that.

Mr. ANDREWS. — I heartily agree with what Mr. Spofford said. In the case of books written by men who are dead it is a great benefit, and it is also a great benefit in the case of posthumous works.

Mr. MARTEL. — I seems to me that it would be a great advantage if this could be put into the co-operative catalog, as there are so many variations in regard to the names. These details are hard to find, but speaking generally it would be a great advantage if they could be given.

G. W. COLE. — It seems to me that the proposition made by Mr. Spofford is the better one, for half the time when we go into a long designation of names or titles we are doing just what we want to avoid, and that is making our headings too long, and taking up too much space. The dates would give much better information in much less space.

Miss F. M. WINCHELL. — It may be of interest to know that Mr. Cutter nowadays adds the description after the name, such as "philosopher," "poet," "novelist," and so on.

The following propositions were read:

"In choice between country and subject, entry under the subject, with local subdivision for country, is to be preferred in the arts and sciences, including even such subjects as education, law, tariff, taxation, finance, banking. Under the name of the country shall be entered in general the historical, political, social, and descriptive works about the country." This proposition was approved.

*Imprint*: Order of imprint to be:

1. Place of publication, } In language of title.
2. Publisher's name, }
3. Year of publication.
4. Number of volumes, or of pages, if only one volume.
5. Maps, portraits, illustrations, etc.
6. Size.

The object is to get a uniform imprint, that is why this is proposed.

G. W. COLE. — I believe that the idea of writing the imprint immediately following the title, as is done under the Dewey rules, is more or less objectionable. I believe that it is a much better and shorter plan to begin the imprint at the top.

H. L. ELMENDORF. — In line 4 it reads: "Number of volumes, or of pages, if only one volume." I do not think that it is any more necessary to have the number of pages if there is only one volume than if there are 50. Why should there be a description given of the number of pages if it as a work happens to be only a one-volume book?

S. H. BERRY. — Because we want to know whether it is a mere pamphlet or a long disquisition on the subject. Of course if it is a many-volume affair we know that it is an extensive treatise.

W. P. CUTTER. — I think it would be best to have a formal entry on the card. The printed cards do not give prominence to the date of the publishing of scientific works, which is a very important feature in works of that nature. It seems to me as if the imprint should come first and then the publisher's name.

Mr. ANDREWS. — That is objectionable because it is not very nice to have a sentence that is partly in English and partly in a foreign language. We might drop down, however, the bibliographical information, and leave the place of publication, publisher, and date of publishing in the main title. The only person who will benefit by this omission of the full number of pages and full bibliographical details is the

compositor; there is plenty of room on the line and the omission will save work for him.

Mr. HANSON. — It may be necessary to print the imprint distinctively; that is to say as a different heading.

Miss A. S. TYLER. — It seems to me that the showing of the copyright date instead of the imprint date is very important.

The vote on this proposition showed almost all in favor; only about half of the members present voted, but there were only two voting against it.

The CHAIRMAN. — Now for the next proposition: "Instead of title-page date always give copyright date." We shall have to move swiftly because the time is short. We are to vote on the copyright date.

Mr. MARTEL. — I would like to ask if that proposition means that only one date is to be given and that that is to be the copyright date. If it does mean that, I should say that the date of the imprint must also be given.

The CHAIRMAN. — How many are in favor of giving the single date? None.

How many are in favor of giving more than one date? 40.

W. H. TILLINGHAST. — I think the proposition ought to be that only the different dates will be given if there is a difference between the imprint date and the copyright date.

F. B. GAY. — What would you do in the case of books that are licensed at the date of writing? They are never copyrighted, and they are printed at a much later date. Would you call that the copyright date?

W. P. CUTTER. — It is not a work until it is printed, and it makes no difference if it is licensed before it is printed. You cannot get an earlier date for a book than the date of the printing or making of the book, no matter whether it is licensed or not.

The CHAIRMAN. — The question pertaining to the actual copyrighting of books is one which we really have not taken into consideration here.

Mr. MARTEL. — There are many other dates to be found in books besides the copyright and imprint dates.

Mr. COLE. — I have in mind books which are reprinted from old plates and appear as new editions after a lapse of 15 or 20 or even 30 years. It seems to me that in order to identify editions it would be well to have the date of edition given.

Mr. TILLINGHAST. — I suggest that as much information as to dates as it may be possible to collect be given in addition to the imprint date and the copyright date or dates.

The CHAIRMAN. — We will pass to the next proposition. This one has been mercilessly cut down, and we shall have to hurry as the time is drawing to an end rapidly. (*Reading:*) "Omit imprint from the great mass of fiction."

Mr. BISCOE. — In the matter of the date of the imprint, I do not think it necessary always, and without exception, to enter it. Take the case of the large mass of novels which so often wear out, and are so often replaced, I think an imprint in such a case as this would be misleading and valueless.

S. H. BERRY. — For editions that are likely to become permanent and that are to be kept in the library, or editions of standard works, we should enter the imprint date, but for novels and pamphlets and such things it is not worth while taking the trouble to do so.

R. R. BOWKER. — How do you know whether a new author will be popular or not, whether you will keep him or not?

The CHAIRMAN, (*reading:*) — *Duplicating Methods:* What methods for duplicating cards have been tried and found satisfactory?

Mr. CRUNDEN. — The typewriter.

Mr. ELMENDORF. — The usual method of duplicating consists generally in taking a card and a typewriter and writing the card, and going through the same process again. I suppose there has really been no satisfactory method yet found.

Mr. BOSTWICK. — We are just about to try a modified form of hektograph, but of course we do not yet know how it will work.

Mr. BURCHARD. — Where typewriters are used, I have found it successful to use a carbon

slip between the cards for the purpose of making duplicates. It makes a fairly clear copy, and I find it to be a great saving of work.

The CHAIRMAN, (*reading:*) — "Methods for multiplying cards rapidly, more rapidly than by the library hand — Is the typewriter to be recommended? What is the ratio of gain in time of the typewriter as a duplicating machine over the library hand?"

Miss E. M. CHANDLER. — With regard to the saving of time by using the typewriter, we estimate that by its use we effect a saving of 50 per cent. of time in making copies and in straight-ahead cataloging.

Mr. HANSON. — No doubt it is a saving of time, but it seems to me to be very much harder work.

Miss WAGENER. — We use a "Remington" typewriter and find that we can average 60 or 70 cards per hour.

Miss CHANDLER. — I would like to add that we use the "Smith Premier" typewriter.

The CHAIRMAN. — Time is up and we shall have to call the meeting to a close. We have enough material before us to keep us going all day but shall have to leave the remainder of the program. We cannot possibly discuss it all.

Mr. HANSON. — It seems that from the appearances of this demonstration that a section of catalogers would be the proper thing for the annual meeting. — I have here a resolution which I would like to propose:

*Resolved,* That it is desirable to have at each annual meeting of the American Library Association at least one full session which shall be devoted to questions of cataloging and classification only, and that the question of establishing a cataloging section be hereby referred to the Council of the American Library Association. *Voted.*

The meeting was thereafter adjourned.

## OFFICERS OF STATE LIBRARY ASSOCIATIONS: ROUND TABLE MEETING.

A "ROUND TABLE" meeting of officers of State Library Associations was held in Convocation Hall, Presbyterian College, on the afternoon of Saturday, June 8. The meeting was intended for the free and informal discussion of questions affecting association work. There was no set program, speakers and topics having been left to the discretion of the chairman, W. L. R. GIFFORD, president of the Massachusetts Library Club. About 30 persons, all officers of library associations, were present, and the meeting proved entirely animated and interested.

The meeting was called to order at 2.30 p.m. by Chairman W. L. R. GIFFORD, who said: I wish to say a word about the object of this round table of officers of state library associations. It is the first time such a thing has been attempted at any A. L. A. conference, and the meeting is purely experimental. We desire to find out, by an interchange of opinions, how far the work of the libraries in the different states can be affected by attempting to organize associations on somewhat similar lines as regards constitution, and so forth; and in considering the program, it seemed to me we could attain far the best results by not attempting to have any set papers, but by making the meeting as informal as possible, so that all might feel free to exchange views. I was pleased at receiving from a few of the officers of the different associations suggestions to this effect. The one thing most desired was there should be no set papers. Consequently, I acceded in advance to that request, and the success of the meeting depends upon the audience, in whose hands I place it.

As for the topics suggested for discussion to-day, one of them was as follows: "The object of state associations should be to cultivate an *esprit de corps*. It seems to me that before we begin to discuss the details of the work we are attempting to do, we should first take up the object for which we have organized, and as Miss Ahern, of Chicago, suggested this subject, I will ask her to open the meeting.

Miss M. E. AHERN.—The chief object of the state association is to cultivate an *esprit de*

*corps* between the librarians of the state or the sections which it represents. Most of the librarians are far from the library centers and apart from the others particularly interested in the work in which they are engaged, and they must depend upon the inspiration and enthusiasm of the state library association for help to carry them through their work.

For this reason, particular attention should be given to arranging the programs for these meetings, both from the practical and social sides. In every association there will probably be members of the A. L. A. and on them devolves the duty of bringing the enthusiasm of the national association into the smaller gatherings, for the benefit of those who may not have had the privilege of attending library meetings. We come to our annual meetings and hear the conference subjects discussed, we get new points of view, and have the benefit of change, if nothing more, and there is a responsibility resting upon us to go back to our own states and take to others some of the inspiration, some of the altruistic spirit, which is so important a part of the spirit of the American Library Association. I am quite sure that if you could see the faces of the librarians of small libraries, when they hear for the first time what seem to us to be almost platitudes, if you could see the effect of their attempts to carry out these suggestions in small libraries, you would be willing to make a little more effort to be present at the meetings of your state associations.

The state association is no place for exploiting fine-spun theories on library work. The situation as it really exists must be treated with practical common sense, at the same time with the object in view of raising the standard of work a little higher at each succeeding meeting.

A mistake is sometimes made in placing on the program a bright and shining light of the community in which the meeting is held, regardless of the interests of the association, and the library spirit of many meetings has been smothered because the time and strength of the association were consumed in listening to long

dissertations having no reference to the matter in hand.

The meeting of the state library associations should be religiously guarded against lending its aid to the glorification of any one person, but the object should be kept steadily in view that the meetings are for the betterment of all and the progress of the work.

One of the detriments of the success of many library meetings is the failure to respond on the part of those who have consented to the use of their name on the printed program. Such procedure, when at all avoidable, is completely indefensible. It not only robs the association of others who would probably do better work than a person guilty of such an action, but it is a downright dishonest use of the association for the purpose of self-advertisement.

Every program should be prepared with the needs of all kinds of libraries in mind, the small as well as the large. If there are members who feel on account of their advancement in the work, that the program offers no food for them, then they have the opportunity to give out of the store of their abundance something that will help the less fortunate brethren.

One who attends a meeting with the disposition to help make it a success in every way possible, always comes away with the feeling "it was good to be there."

Chairman GIFFORD. — Miss Ahern has stated very clearly the objects for which the state associations are formed and the possibilities of the work we have in charge; and all of us here who have served on the executive boards of state associations will sympathize heartily in regard to the particular nervous strain that comes in attempting to arrange a program. As she has outlined pretty thoroughly the different phases of the general question, I shall not at present call upon any individually, but will throw the meeting open and invite you to speak freely on anything which may have been suggested by her remarks.

Dr. E. C. RICHARDSON. — I think the chief trouble with our programs is not the difficulty Miss Ahern suggested, but the difficulty of having the same persons in evidence all the time.

Dr. W. J. JAMES. — Miss Ahern touched a painful chord in my bosom. The Connecticut Library Association elects officers for two years in succession. Towards the end of my first year as president, I received a pleasantly worded

communication from the New York Library Club, of which I am also a member, asking me to suggest topics for papers, and intimating that the person suggesting should write upon them. I felt a victim to the invitation, suggested a topic, and was invited to write upon it. Within a month I received a second circular, saying they had already secured by this means sufficient suggestions to fill their program to the end of the year. At that time I had begun the preparation of a program for our February meeting. From the latter part of November until early in February I struggled with that program. I won't venture to say how many letters were written, or how long it was before answers were received. At any rate, the program was not ready until late in the first week in February; then at the last moment there came a hitch, and the program was not out until about ten days before the meeting. That experience called my attention again to the New York Library Club plan. We decided to do likewise, and well in advance of our next meeting we sent out a circular, as follows:

"The old methods followed in planning for the meetings of the Connecticut Library Association have not been wholly satisfactory to those having the matter in charge, and it has been thought best to try the plan used by the New York Library Club, in the hope of adding interest to the meetings. We, therefore, ask you if you will kindly suggest (a) any topic you would like discussed at the meeting; (b) any topic upon which you would be willing to speak or write. The subject may be any matter connected with books or libraries, and you may give either your own experience or your opinion, not confining yourself by any means to those connected with your own library or its methods.

"This request is sent to every member of the association, and when replies are received they will be collated, subjects selected, and a notice sent to each member as to when the subject suggested will come up, and when it is desirable that the paper or notes for discussion should be ready.

"There are many members of the association who have made no contributions to the program, and we especially desire such to take a part in the coming meetings.

"Kindly reply, if possible, within a week. Do not hesitate to suggest more than one topic, if you have more than one which you wish brought before the meeting."

Within a week we had 12 or 15 replies. Our membership is about 115. We received, in answer to that circular, 50 suggestions, by 25 persons, and of the 50 subjects 15 are covered by papers that are promised by the people sug-



gesting them. This large number of suggestions gave us one special advantage. Our programs had been usually of the chance order; there was no coherence, and the several papers had no direct connection with one another. As a result of these suggestions, we were able to get up a program for our next meeting that was coherent and logical. The programs were issued three weeks before the date of meeting, and the officers experienced a delightful sense of calm and rest. We gave the entire afternoon to matters connected with small country libraries. We hold three meetings a year, and there is, I think, every prospect that we shall be able to supply programs for the two remaining meetings of the year, and perhaps have something left over for the next. I believe that by some such method you will frequently get suggestions from members who do not take part in the program. Nearly everyone has some difficulty, or pet scheme, or fad, that may work in well. You can bring a good deal more force to bear upon them to produce a paper upon that particular topic, than if you suggest a topic to them yourself.

Chairman GIFFORD.—These points, I am sure, we can all confirm from our own experience. I know in the Massachusetts Library Club we have felt there were some of us who had talked just about as many times as the rest of the members wished to hear us, and during the past year we have been going outside a little more than formerly. I think Professor James's suggestion is a good one. Anything that will interest the great body of the members of a club, so that they will feel free and willing to contribute papers, and will have a little more vital interest in the club's work, is most desirable; but, above all, I must say I think the program ought to be interesting. There is one matter, on which perhaps Dr. Richardson can throw some light. One or two people have written to me, who queried how much time a busy librarian was warranted in giving to carry on state association work when the number of members was so small that the burden was necessarily a heavy one. This matter has been somewhat of a stumbling-block to a good many state officers. It does not, perhaps, matter so much in Massachusetts and Rhode Island, but in states where the distances to be covered are much greater, unless the interest in the club can be widespread, it is diffi-

cult to prevent the burden falling upon a very few members.

Dr. RICHARDSON.—The amount of time anyone can spend upon the work and the number of meetings he can attend are very closely related, because if you cannot afford to spend very much time, you cannot afford to go to very many meetings. It may be taken for granted that we of the A. L. A. know the burden of too many meetings, and I think when it comes to the state associations it is the same thing. In the New Jersey association we have two meetings a year—an annual meeting in the fall and a joint meeting. That is about all we can do. How much time can a librarian afford to give these association meetings? I cannot afford to attend more than two, and there are half a dozen other librarians in the state that are in the same case. I say, therefore, the librarian cannot afford to attend more than two state association meetings in the year.

J. L. WHITNEY.—In April we had a fine meeting of the Massachusetts Library Club, at Providence. We are now attending another library meeting, and week after next the Massachusetts Library Club is to have a second meeting, not far from Boston. This, it seems to me, is asking too much of librarians; it is asking too much of trustees to allow their assistants to go. Our trustees very generously, some time ago, set aside \$100 to allow the librarians of our branches to attend the meetings of the state club, because it was thought that, separated as they were from the central library, they were not likely to get in touch with what was going on except by attending such meetings. This has proved a great boon, but the money will soon be exhausted, though possibly another appropriation may come. Our trustees also give assistants their time for such meetings, and frequently pay their whole expenses, or half. This amounted to a considerable sum when they went to Providence, and to a smaller sum when meetings were nearer home. In the matter of material for these meetings, I think the small state associations have certain advantages over the larger ones. For instance, we can have lectures on bookbinding, or, as at Boston, a lecture on the processes of photography, with illustrations, and similar lectures on printing and engraving, and other matters that could not be given with advantage in a larger association.

Chairman GIFFORD.—As president of the Massachusetts Library Club, I may explain what might possibly be misunderstood from Mr. Whitney's remarks. The club last fall changed the date of the annual meeting, so that the executive committee was forced to have a meeting in June, otherwise we should have been glad to omit the June meeting, considering that it comes so shortly after the post-conference trip.

Dr. RICHARDSON.—How many meetings have you a year?

Chairman GIFFORD.—Practically on the basis of four meetings. We are obliged by the constitution to have two, but we usually have three or four.

W. J. JAMES.—We have three meetings.

Miss NINA E. BROWNE.—I think the trouble with the clubs in the past has been in having the same people over and over again. My feeling is that we should use the younger people who are trying to make a name. If they do well, some librarian says: "There is a person I will keep my eye on," while the very fact that the young person, just beginning, is asked to speak, gives stimulus for him to do well. The new members who make a place for themselves have a chance of doing good work. The executive committee should arrange with one or two of the familiar stand-bys to lead the discussion, and let the younger workers do the rest.

H. L. KOOPMAN.—What do you think of the frequency of meetings, Miss Ahern?

Miss AHERN.—I have been sitting here in a state of bewilderment to hear the easy way in which you talk about having two, three, four or more meetings in a year. We cannot do it out West; it is impossible. Most of the western state associations have an annual meeting, and that takes all the force, and strength, and power we have to make it good and effective. The majority of the members come from small libraries, and they cannot afford to attend more than one meeting in a year. Time is allowed by some of the libraries, a very few pay the librarian's travelling expenses, and the rest go at their own expense. With the distances we have to cover, it would be impossible to arrange for any kind of a satisfactory meeting more than once a year.

I want to emphasize strongly Miss Browne's suggestion, which to my mind is the only solution of the problem out West: it is to put the young and less experienced librarians on the program.

With us when ever a small librarian has told about her conditions of work, a majority of the meeting have been satisfied with the results. It has been what they call "an interesting meeting." When the same people are in evidence all the time, they get to say the same thing so well that it discourages those who are not so well versed, especially in public speaking.

Mr. KOOPMAN.—I was glad to hear Miss Ahern, because it seems to me we have brought out here a topic which is of importance, and that is, whether it is of value to a club to hold a great number of meetings. It seems to me it is possible to overwork a club in this way. In Massachusetts we have many librarians, and the distances are comparatively small. One meeting a year has been held at Boston, and other meetings at places outside. It is possible to have a great variety of topics to appeal to different grades of library workers, and also to make a local appeal to small places which have not been visited before. It seems to me a club can sometimes afford to sacrifice something of its own direct profit to that very element of local appeal.

Chairman GIFFORD.—One suggestion has been made on which I think somebody may have an opinion to offer. One librarian wrote saying she hoped somebody would present suggestions on how to interest librarians who never attended meetings, and how to get them to join the state association.

Mr. KOOPMAN.—Professor James has suggested something in that line, but there is another device that might be employed. Why not make it a matter of personal solicitation, of direct writing? One could easily invite the person in question, not to read a paper, but after the program was decided upon, to discuss some topic.

W. H. TILLINGHAST.—It has been the first object of the Massachusetts Library Club, so long as I have been acquainted with it, to interest the librarians of the very smallest libraries, and to attract them into the club; and yet, the club has been continually criticized that it did nothing for that class of librarians and for the assistants in the large libraries. I suppose our holding four meetings a year is one method of meeting that problem, by scattering the meetings about the state, in the hope that while all the members cannot attend all meetings, those in the immediate vicinity of each meeting will manage to attend. The invitations

are always sent to all the libraries in the immediate vicinity of the meeting, whether the librarians or any of the force are members of the club or not. They are urged to attend that meeting, and an opportunity is given them to join the club, if they wish to do so. That, however, has not been sufficient in Massachusetts. We could not get around the state often enough, and people in the district parts of the state, undoubtedly lost their interest in the club. They would join when a meeting came in their neighborhood, and after a year would drop out, not having had an opportunity of attending another meeting without going some distance from their library. The result has been the organization of two local clubs. One is in western Massachusetts, and takes in territory west of the Connecticut, and the other has its domain between the Connecticut and Worcester. These two clubs are affiliated with the Massachusetts Club, and contribute something to the treasury of the state club. They hold meetings independent of the state club, and these meetings are not always attended by officers of the state club; but one of the agreements of affiliation was that the state club, when called upon, should provide a speaker or speakers. That has sometimes been done, the state club paying the expenses.

This development has sometimes been criticised as weakening the state club; but it does not seem to me it has done so. I don't consider that any movement promoting the advancement of library interests in the state can be considered to weaken the state club, however slight the bond connecting it with the state club. Undoubtedly, much more might be done in combining or arranging the work of the clubs, so that state clubs and local clubs should pull together a little better than they have done. Whether it should be through closer connection or in organization, I am not sure. When I was on the executive committee of the Massachusetts Library Club, Miss Browne urged strongly that we should, at the beginning of the year, plan a campaign for the whole year, embracing the local clubs in its scope, as well as the state club. It so happened we could not do that at the time, but I think it an excellent thing to do.

Another method of interesting and helping the smaller libraries has occurred to me personally, but it has never been carried out in club

work. It has seemed to me possible for the club to undertake work independently of its meetings, and give instruction or advice to the smaller libraries, something in this way: hold in different parts of the state an extremely elementary course of instruction, the club making all the arrangements, selecting the speakers, and, if possible, paying them, so that the work should not come too heavily on the individual who had to execute it. These courses should be given in small places, yet convenient of access from other places round about it, and object lessons in library administration should be carried on. Such a peripatetic course would materially supplement the work of the club. Harvard College gives the members of its staff their time when they attend the Massachusetts Library Club meetings. When the club was first organized, and the question of the attendance of the staff came up, Mr. Winsor took the ground that attendance was library work, and should not be hindered. The time expended, however, was as far as he felt at liberty to go.

MISS AHERN. — I would like to know, by a show of hands, how many libraries pay the expenses and allow the time of their librarian to attend meetings of the state association? About six hands were raised.

How many have time allowed, but no expenses paid? About six hands were raised.

How many take such attendance out of their vacation? None.

I have made efforts two or three times on behalf of librarians who said they could not afford to attend a state association meeting. I brought two last year to the Illinois meeting by writing to the president of the library board and saying: "I have asked your librarian to attend our meeting and take part in its program, and I am sorry it will not be possible for her to attend on account of her small salary and the need of her in the library." In both cases time at least was allowed for the purpose. Some time I would like to publish the names of those libraries that send their librarians to state association meetings, and those that allow time or attendance, adding, "The rest take the time out of their vacation." The inspiration received at these meetings is doubly worth what it would cost a library to send its librarian.

W. J. JAMES. — You must leave out the colleges — the librarians of colleges, for instance. For on this principle a college would have to

pay practically the expenses of its entire faculty, sometimes two or three times a year, in attending meetings of scientific and literary organizations. There is no inclination on the part of colleges to treat their librarians otherwise than generously.

J. L. WHITNEY. — The Boston Public Library has paid the expenses of five members of its staff to this conference.

Chairman GIFFORD. — Is it wise to have a meeting in a place where the library has not joined the club? It seems to me it is possible for the club almost to invite itself, and the local institution might be fostered by the visit of so many people engaged in library work. Two or three years ago it had become almost a custom of our club, whenever it visited any of the smaller towns, to be provided with a free lunch, usually by some wealthy citizen who was on the board of trustees, or who could be persuaded to take a temporary interest in library work. In some cases it was all right, but some of us became alarmed at the precedent because we knew there were some towns that hesitated to invite us, simply on account of this expense; and so we arranged for a meeting where we gave it to be distinctly understood that we desired to pay our own bills. The former precedent, I am happy to say, is now entirely destroyed. All we ask is for the town to arrange with some caterer to provide the necessary lunch. Our secretary is informed in advance of the expense, and in the notifications of the meeting the request is made that members signify whether they wish to be served with lunch, at such-and-such a price. It has made several of the smaller towns feel that the entertaining of a club numbering over 400 members is by no means beyond the bounds of possibility.

W. J. JAMES. — How would you arrange in the case of a town of 500 or 600 inhabitants with no hotel accommodations?

Chairman GIFFORD. — I should recommend that the meeting be held in the summer, with a basket lunch.

Miss AHERN. — In the Illinois association we have pursued something of that plan, in the past year, at least. We have been trying to get the southern part of the state interested in our meetings, and so I wrote last spring to two librarians, saying we would like to acquaint them with library matters in the other part of

the state, and would like to go to their town and hold our annual meeting. In one case I received a most hearty letter; the other was a little more conservative, and asked what they would be required to do. I said we wanted a place to hold a meeting, and recognition from the public library. We accepted the second invitation, and I think we did some good missionary work. The board and librarian did everything they could to make us have a good time, and as a consequence, all will, I think, be at our next annual meeting.

Miss F. M. WINCHELL. — I have been careful to add, in asking for an invitation, that no hospitality in the way of lunches was expected, and that there need be no hesitancy to invite us on that account. In that way we meet in new places not visited by the club before, and we feel we may get librarians of small libraries interested who have not attended the meetings.

Chairman GIFFORD. — It seems to me that furnishes one of the reasons for the formation of the small local clubs. I think the Massachusetts Library Club will eventually be distinctly stronger because of the affiliated clubs that have been started in the state.

W. J. JAMES. — As to the four meetings of the Connecticut association held during my presidency, in every case we have had a distinct invitation to go to a particular place. We also have two invitations ahead now for future meetings. I don't think we often receive invitations from the large cities, but whenever it is necessary to have a central meeting we are at liberty to go to almost any one of the large hotels in the large cities. As to luncheon, as I understand it, in three cases the invitation included this. In the other, the librarian asked me if they would be expected to furnish it; and I said not at all, but that we would ask him to see that arrangements were made in the town, and that members of the club be informed where they might go, and of prices. With our small membership, a little over 100, and an attendance not much over 35 or 40, there would not be the difficulty you would have with 400.

Chairman GIFFORD. — In the Massachusetts Club we have had many invitations that have necessarily been held over, because it was only practicable to accept at just one season of the year. Our meeting in the spring or fall is usually a country one. The winter meeting is always held in Boston. In regard to the large

states in the West, how do they manage when the meeting extends over three or four days?

Miss AHERN. — So far as I know, the regular annual meeting of the associations in which I hold membership are not longer than two days, or two nights and one day. At one time we had almost a week in Indiana; but we did not call it an association meeting, but a Library Institute. It proved very attractive. The morning session was devoted entirely to the discussion of technical work. In the afternoon we had general library administration and literary topics, presented by competent speakers.

H. M. UTLEY. — In Michigan our library association has held an annual meeting for the last ten years, running through two days. It provided that those who attended it should be accommodated at hotels or boarding-houses, usually at reduced rates at the hotels. We have met in different localities each year. The main purpose and idea of the association was to interest the smaller librarians and get them to attend, if possible; and so the program has usually been made up with that end in view, and while to a few of us who have attended A. L. A. meetings, it was a threshing over of old straw, it was, nevertheless, of interest to the others, and it has been of advantage in the state in the creation of *esprit de corps*. It has awakened an interest not only among librarians, but among the people who are influenced by libraries and librarians. I have long thought that our association might do something more than hold a meeting, and we have recently undertaken a bibliography of the state. The matter came to the front more rapidly than we had anticipated, by a wealthy gentleman giving us the assurance that the material shall be printed when completed. Through the various libraries in the state we are undertaking that work. How rapidly it may go forward I cannot say, because it is all extra work upon the librarians themselves, and they must give it such time as they can afford outside their regular duties.

Chairman GIFFORD. — I am glad Mr. Utley has mentioned this, because I know of no other instance where a state library association has undertaken a direct contribution to library science. Similar work is being done, I think, in some states by the state commissions.

Miss AHERN. — The California Library Association has prepared a handbook of the libraries of the state.

W. H. TILLINGHAST. — It would be interesting to have the opinions of different associations on the question of the publication of their proceedings, and of the papers presented before them—whether those papers are best published in some of our library journals, or whether they can also be published and distributed among the members of the associations at their own expense. I should be very glad if some one could give an experience in the way of printing and distributing papers, and also if opinions might be expressed on the question: Would such publication interfere with the interests of the regular library journals?

Mr. UTLEY. — In Michigan the Superintendents of Public Instruction have always, of their own volition, consented to publish the proceedings, in full, of our association, in their annual reports. There is this disadvantage, that these come out somewhat late; that is, our annual meeting is usually held in September or October, and the report does not appear until the following spring. But I made an arrangement by which, when the matter was in type, for the mere cost of paper and presswork a thousand copies were issued for distribution among the members of our association.

Miss AHERN. — *Public Libraries* has on various occasions printed the proceedings of several state associations. They are sent for by librarians who were not able to attend the meetings. In the West it is impossible for the associations, many of them not having the money, to print their proceedings, and in one or two instances *Public Libraries* has been adopted as the organ of the association. We have presented the association with the full proceedings, not charging anything for it; and in every case it has been widely distributed, not only by librarians, but by school teachers. It certainly is worth while for associations to print their proceedings, if they can do so. I would present the matter of forming a permanent organization for the consideration of this general subject, and I would suggest that there be a special place for it on the program of the next conference. I will move: "It is the sense of this assembly that it will be for the welfare of the different state library associations to set aside a time for the discussion of matters pertaining to state library associations at the A. L. A. annual meetings." *Voted.*

Chairman GIFFORD. — I think we may feel,

in spite of the small number present, that we have broken the ice. It was unfortunate, of course, that two subjects that have so many points in common as state library associations and state library commissions should have been put down on the program for the same time, but this was discovered too late to make a change. Another thing I discovered only

yesterday, was that some thought this round table was open only to those holding offices in state associations. It is to be regretted any such idea should have gone abroad, because it was desired that the round table should be attended by all who were interested in the subjects discussed.

Adjourned at 4.05 p.m.

## STATE LIBRARY COMMISSIONS: ROUND TABLE MEETING.\*

**A**N informal "round table" meeting of officers of state library commissions was held on the afternoon of Saturday, June 9, at which 10 states — Vermont, Connecticut, New York, Georgia, Ohio, Indiana, Michigan, Wisconsin, Iowa, and Minnesota — were represented. F. A. Hutchins, secretary of the Wisconsin Free Library Commission, presided.

W. R. Eastman read a paper on

ESSENTIALS OF A GOOD STATE LIBRARY LAW

(See p. 49.)

to which an outline draft of a good library law was appended.

A spirited and useful discussion followed.

Miss Anne Wallace, of Georgia, called attention to local conditions in that state. The state library being already established, it would be difficult to change the character of its control. A law formulated by a commission would be most desirable. School and library should be kept distinct. The features of overlapping terms and library contracts were specially favored. The Georgia law now confines the tax for education to the instruction of children in elementary English, and the library commission is compelled to pay its own expenses.

F. A. Hutchins preferred to found a library by act of a city council or town board, rather than by waiting for a popular vote; he believed in striking while the iron was hot.

Melvil Dewey would make the law comprehensive and elastic; ask for what we want, and secure as much of it as possible. Make the law progressive, easy to go forward; difficult if not impossible to go back. Keep legislatures thinking. The library movement will bear the light.

Dr. G. E. Wire appealed for a short law, and a general law that might be broadly construed.

\* This report is prepared from notes kindly furnished by Mr. W. R. Eastman.

Johnson Brigham called attention to the need of commission secretaries imbued with a missionary spirit.

H. T. J. Lee, of Toronto, spoke of the situation in that city, where the library had been obliged to sue the city for the amount of money due it under the law.

Objection was made to any suggestion in the law of the possible abolition of a library.

Miss Katharine Patton read a paper by Miss Gratia Countryman on

LINE OF WORK WHICH A LIBRARY COMMISSION CAN PROFITABLY UNDERTAKE.

(See p. 51.)

In the discussion that followed, Miss C. M. Hewins explained the work of the library committee of Connecticut, and E. J. Hardy, of Lindsay, Ont., spoke of the working of the library laws in Ontario under supervision of the Minister of Education. In 15 years the libraries have grown from 100 to 400.

W. R. Eastman explained the duties of the inspector of public libraries in New York state, who reports on the quality of work of libraries asking for state aid, and promotes library organization throughout the state.

Miss Titcomb reported on the work in Vermont, where libraries have increased from 29 to 117 in five years. No town has received more than \$50. The commission issue a bulletin of suggestions and name recent books, and visit libraries to a very limited extent. A paid secretary is needed.

It was stated that in Connecticut the Colonial Dames have provided travelling libraries, of which some 30 or 40 are in use.

Ex-Gov. C. G. Luce, of Michigan, Mrs. M. C. Spencer, of the same state, and Mr. Brigham, of Iowa, continued the discussion, which was brought to a close by expiration of the time allotted.

## STATE AND LAW LIBRARY SECTION.

A MEETING of the State and Law Library Section was held on the evening of Friday, June 8, with H. A. Huse, state librarian of Vermont, as chairman *pro tem.* and Miss Mary L. Titcomb as secretary. The meeting was called to order at nine o'clock, and Dr. G. E. Wire read a paper on

## STATE REPORTS, DIGESTS, AND STATUTES.

(See p. 57.)

C. B. Galbreath followed with a paper on

## CO-OPERATION OF STATE LIBRARIANS AND STATE LIBRARY COMMISSIONS.

(See p. 54.)

Melvil Dewey spoke on the

## LENDING OF BOOKS IN AND OUT OF THE CAPITAL CITY.

Mr. Dewey advocated wide development of this feature of state library work, and described its various phases, in travelling libraries, travelling pictures, circulation of lantern slides, and of books for the blind. He spoke of other work done by state libraries, in the selection and inspection of books for public libraries, a paid help department to conduct investigations for inquirers, and the use of the long-distance telephone to give information.

After the subjects on the program had been thus presented the meeting was opened to general discussion. Regarding the subject of state legal publications Mr. Dewey said in time the state library might be able to influence

the state bookmaking and secure a higher standard; the state library should be the book department of the state. New York now has a law providing that when any document reaches the public printer having no good index, he may send it to the state library and have an index made. Where index-making had previously been a political job, costing the state from \$900 to \$1000, it was now better done at a cost of about \$300.

Mrs. Spencer, of the Michigan State Library, said that in that state the printing and binding is done under contract by the Board of Auditors. At their last meeting she had submitted samples and advocated the production of better work; and some improvement had already resulted.

Johnson Brigham, of Iowa, disapproved of contract printing, and thought the state librarian should advocate a state binding and printing plant, and should serve as editor of the state documents.

Mr. Dewey approved of this plan.

C. B. Galbreath, of Ohio, said that at present the travelling library movement was the most popular phase of state commission work. In Ohio monthly meetings are held, and the commission is taxed to its utmost to meet demands. It has sent out 1300 of these libraries, and these have reached only a fraction of the people in the state.

Other speakers discussed phases of the subjects presented, and the meeting was adjourned at 10.20 p.m.

## TRUSTEES' SECTION.

A BUSINESS meeting of the Trustees' Section of the A. L. A. was held on the afternoon of Saturday, June 9, to consider the subjects presented at the morning joint session of the Trustees' Section and the Large Libraries Section. C. C. Soule presided.

There was a good attendance, and after some discussion of the subjects presented at the morning session, and the opinions then expressed, it was

*Resolved*, That the officers (Dr. Leipziger and Mr. Montgomery) submit to the Council the following topics for discussion at the next A. L. A. meeting:

1. The practice of the librarian acting as secretary of the board.

2. Mode of selection of books.

The general opinion of those taking part in the meeting was that the librarian should be authorized to purchase such books as are needed immediately by the public at his discretion, and that lists be prepared and submitted to the board of all books not urgently needed.

3. How far is it wise for the board of trustees to subdivide into committees for active work?

4. Should members of the board of education be also library trustees?

5. Should the board be elected for life or for a term of years only?

## THE SOCIAL SIDE OF THE MONTREAL CONFERENCE.

BY BESSIE S. SMITH, *Librarian Harlem Library, N. Y. City.*

THE conference this year, living up to its past reputation of enjoying to the utmost, proved that its zeal for sight-seeing was, as usual, almost limitless. Not only did every one enjoy thoroughly the pleasures so generously provided by our hosts but all apparently came with the intention of seeing everything which was of interest in the city. For those who were not fortunate enough to participate in the conference, let us "reminisce" a little.

On the evening of arrival, Wednesday, June 6, an informal reception in the parlors of the Windsor Hotel gave all an opportunity for the renewal of old acquaintances, and an exchange of greetings with our hosts, and although wearied by the day's travel it was with reluctance that at last we turned to rest.

Thursday afternoon, local entertainment in the form of a trolley ride about Montreal gave a beautiful and interesting view of the city. Its narrow streets and quaint houses awakened vivid memories of similar cities in foreign countries, and the unusual signs over the shop doors were a constant source of amusement—though it required silent meditation to decipher the meaning of such a one as, "Half Made Clothing Ready." After circling the foot of Mt. Royal we passed out of the city limits through a beautiful suburb until we finally reached the Westmount Library. Here, after a few words of welcome from Mayor Lighthall, of Westmount, and an inspection of the handsome library building a general exodus was made to the beautiful lawn surrounding the library. There we found again that Canadian hospitality which had so far impressed us with its cordiality, for while the guests listened to the strains of orchestral music, the ladies of the town of Westmount served delightful refreshments.

That evening there was a public meeting in Windsor Hall, where the presence of many of the prominent citizens of Montreal testified to their interest in our work, but the record of that occasion belongs rather to the business annals than to the social chronicle.

It was evident that our hosts were deter-

mined that we should not only see Montreal itself, but some of the many delightful spots in the vicinity, for which its city is famous. It was therefore arranged that on Friday afternoon a steamer trip should be made down the river, and a large number of the visitors had the pleasure of participating in this outing. The return was made by way of Lachine, and to those who had not previously "shot" the famous rapids this part of the day's trip was of especial interest.

As we had not yet delved into the historical features of Montreal, it was with pleasant anticipations that on Saturday evening we started toward the Chateau de Ramezay. On the way a pleasant visit was made to the Library of the Bar of Montreal, in the Court House, which had been richly decorated in honor of the occasion, and here an interesting address was made by Mr. Carter. Then came the visit to the old Chateau, where the Numismatic and Antiquarian Society most cordially opened their doors to the members of the A. L. A., who were received with an address of welcome by Judge Baby. Curious, rare old books, the old-fashioned historic rooms, the dungeon, the great kitchen, the old oven, all the quaint features of the Chateau were explored with interest, and it was late when the visitors departed, with a firm resolution that after their return home they would freshen their memories still further regarding the history of New France.

The following day being Sunday every one devoted themselves to the churches of the city. Friends met friends everywhere, from Notre-Dame de Bonsecours to the English cathedral, and rumor has given it to us that one enthusiast visited 17 churches during the day.

Thus far we had seen much of this beautiful city, but less of the great university which had so munificently opened its doors to us. It was therefore with special pleasure that on Monday evening we entered the doors of the Macdonald Engineering Building, where the Governors, Principal and Fellows of McGill University tendered a reception to the members of the American Library Association. The fine build-



ing was effectively decorated with both English and American flags, and brilliantly lighted, while on the top floor an orchestra played. If we thought we knew Canadian cordiality before, we discovered on this evening that there were still unfathomed depths. Our hosts vied with one another in their desire to explain the intricacies of the wonderful machinery, and the chief thought of every Canadian seemed to be to give their guests all the pleasure possible. We came away feeling in our hearts the warmth and genuineness of the cordial hospitality shown us.

Tuesday afternoon an unexpected treat was given by prominent citizens of Montreal. Hon. Senator Drummond, Sir William Van Horn, and Mr. James Ross generously opened their private art galleries, hardly equalled in this country, and there for several hours the visitors feasted their eyes upon Rembrandts, Teniers, Corots, Turners, and many other works from master hands.

But our record would be incomplete if it closed here—though Tuesday was the final day at Montreal—for while these good times filled the largest share of our trip, still they were not all that made the Montreal days ever memorable and delightful. There was the visit

to the famous Grey Nunnery, the scramble to the French market in the early morning, where among other wares were the fascinating *habitant* hats, promptly adopted as library head-gear. There was a morning spent at the Iroquois village of Caughnawaga; and beautiful drives and walks up Mt. Royal, from whose top is outspread a most glorious view of the country for miles around. And speaking of drives, how we revelled in them! One member expressed the sentiments of all when he said, "Cab fares are so cheap here that I feel I must drive in order to economize!" All these trips helped to add to the pleasures of our sojourn in Montreal.

Though anticipating the delights of the Post-conference we left the city, which had given us such a welcome, with feelings of regret. But each one of us also felt a personal appreciation of the untiring efforts and constant thoughtfulness of our host-in-chief, Mr. Gould. No request was so trivial that it did not receive his attention, and his one aim was for the comfort and pleasure of the visitors. It was largely to his zeal that the conference proved such a pleasure and a success, and though words are poor, we must again voice our gratitude for all he did for each one of us and for the A. L. A.

### THE "CANADIANA" EXHIBIT.

ONE of the most interesting features of the Conference was the fine collection of *Canadiana*, displayed in McGill University Library during the week of the business sessions. This was prepared by Mr. C. H. Gould, from material loaned for the occasion from the treasure-house of the Archives of St. Mary's College, from the rich collections of McGill, Judge Baby, Mr. J. B. Learmont, Mr. W. D. Light-hall, and other sources. It included rare manuscripts, maps, "relations" and autograph letters, early Canadian and French imprints, a collection representative of Canadian poetry, historical portraits and views, medals, and water-color drawings of old Montreal and Canadian scenes.

The full value and richness of this collection can hardly be indicated in the space allotted, but a brief record of some of the material shown may give an idea of its extent and importance.

From the Archives of St. Mary's College,

Rev. A. E. Jones, S.J., Archivist, sent manuscripts that seemed to bring a touch of actual contact with the figures of romance, pathos, and sublime heroism that flit through the shadows of the past of New France. Here are a few examples:

Copy of the Sillery donation, autograph of Father Gabriel Lallemant, S.J., tortured to death by the Iroquois, March 17, 1649 (1639); Captivity and death of René Goupil, S.J., autograph of Father Isaac Jogues, S.J., who was slain by the Mohawks, Oct. 17, 1646 (1642); Original brief of Urban VII. in favor of the Huron Chapel of St. Joseph (St. Mary's Mission) (1644);

Sufferings of Father Isaac Jogues, autograph ms. by Father Paul Ragueneau, S.J. (1652); Autograph journal of Father Jacques Marquette, S.J., the discoverer of the Mississippi (1674-1675);

Marquette's map of the Mississippi;

Original ms. of the Relations (1672-1679).

There were also Huron and Algonquin primers and vocabularies; early grants and deeds, and petitions; a set of the "editio princeps," Cramoisy original edition, of the Jesuit Relations (1635-1672), and an interesting collection of portraits of the Fathers, in photographs and engravings, including Le Jeune, Ragueneau, Jogues, Lalemant, Charlevoix, and Brebœuf.

From McGill University were shown a collection of 46 portraits of governors, ecclesiastics, statesmen, and soldiers of Canada; Champlain's voyages, editions of 1613 and 1640; Du Creux' "Historia Canadensis," containing the rare plate of the massacre of the Jesuits (1664); and other early books and manuscripts.

In the Canadian imprints loaned by Hon. Justice Baby were 10 examples of Fleury Mesplets, the first Montreal printer, beginning with the "Règlement de la confrérie de l'adoration perpétuelle du S. Sacrement" (1776), the first book printed at Montreal; a religious manual in Indian dialect from Brown & Girmore, the

first Quebec printers (1767), with other early Montreal and Quebec publications; the collection of French imprints opened with *Le Mercure français* of 1608-39, and there were eight English imprints opening with "Complete history of the late war" (Dublin, 1763), and closing with Thomas Mantes's "History of the late war in North America" (London, 1772).

From Mr. W. D. Lighthall was shown an interesting collection of Canadian poetry, largely autograph or annotated copies, including numerous early and little-known examples.

The medal collection of Mr. R. S. McLachlan comprised all medals (with one exception) awarded as educational prizes in the Province of Quebec; while in Mr. J. B. Learmont's set of 28 water-color drawings were shown the old French Parish Church of Montreal, 1725; the St. Gabriel Scotch Church, 1805; three views of the Chateau de Ramezay, the Recollet school and church, the house of Père Charlevoix, the Caughnawaga Church, and many other noteworthy scenes of old Montreal, Ste. Anne de Beaupré, Tadoussac, and other picturesque spots.

## THE POST-CONFERENCE.

BY HELEN E. HAINES.

"For to admire, an' for to see,  
For to be'old this world so wide—"

THE aspiration belongs to the Ballad of the True Librarian. Is it not one of the "objects" of the American Library Association—even if we do not find it in the Revised Constitution—and has it not inspired library pilgrimages by land and by water, from the Hudson to the Golden Gate, from the Gulf to the Great Lakes? It is a good aspiration, for work or for play; it improves the circulation of ideas, almost as important as the circulation of books; and it has a wholesome expansive influence upon personal schemes of "fixed location" in opinions and beliefs. Each year it leads its followers into fresh paths, giving to those who will receive it an outlook beyond the printed page, and quickening the mind and the spirit; and if we know its manifestation by the prosaic and familiar name of a Post-conference—What does a commonplace name matter, so long as there is an aspiration underneath?

There have been many Post-conference jour-

neys. The Rockies, the Sierras, the long blue line of the Tennessee ridge, Adirondack forests, bayou shores, even English hedgerows, hold their places in our memories of A. L. A. travel; but beside them and unsurpassed must now be found the great river, the cliffs, the rolling hills, whose beauties crowned the first Canadian meeting of the American Library Association. And there was more than natural beauty to make memorable this journey. It was a step into another country—akin in many aims and aspects; utterly foreign in others; full of interest and significance. There was the mingling of British and French—or rather, no mingling but a flux of two streams, together yet separate; there was the British constitution, touched with the quicker spirit of a young people, but fulfilling expectations in its assured convictions, its evident sense of duty, its standard of fair play, and—as Principal Peterson pointed out—its equanimity under some unfriendly criticism; there was the spirit of Old France, with its gaiety, its graciousness, its

*laissez aller*; there was the Church, pervading and dominating, whether hung with cloth of gold or with tarlatan and paper roses—materials of history, of romance, of politics, were there; and over all was the glow of kindly welcome, of thoughtful hospitality, that from first to last shone about the path of the library travellers.

It is not surprising that everyone wanted to go, and almost everyone did go. The Local Committee, at least, must have keenly realized the great modern development of the library profession, referred to in the President's address, as it strove manfully with the avalanche of applications, inquiries, demands, and recommendations that descended upon it in increasing volume. It is not many years since an attendance of 100 made a good A. L. A. meeting, and 50 was a fair average for a Post-conference; at Montreal 450 library people thronged the halls and avenues of McGill, and nearly 300 shared in the beauties of the Saguenay trip.

The evening of Tuesday, June 12, was assigned on the program to the Post-conference. Business cares had been laid aside in the morning, when about a fourth of those present had attended the final working session of the conference to vote for officers and despatch unfinished business. Then, for the remaining hours of the day the tribes scattered, some to visit churches or libraries that had so far escaped their pursuit; others to pay a farewell visit to the Mountain, lingering again over its revelation of sunlit city and river and distant hills; and others to spend a few delightful hours in the rich private art galleries, thrown open for the occasion, where the visitors realized again the depth and cordiality of Montreal hospitality. Early in the evening the clans gathered at the R. & O. wharf, where lay the twin steamers *Canada* and *Carolina*, chartered for the library party. Here also lay about an acre of assorted baggage, upon which the travellers precipitated themselves, each one requesting that his or her trunk be deposited in an isolated place aboard ship—for even steamer trunks did not fit into staterooms—and that no other trunks be placed on top of it. Considerations of baggage were interrupted by farewells to Montreal hosts and to the few mournful librarians whose conference ended here; but gradually the throngs on the wharf were transferred to the decks of the two steamers, and promptly

at nine o'clock the long thrill and ripple of motion told that the Post-conference trip had begun. Almost together the two steamers pulled away from the wharf, the *Canada* soon gaining upon her sister, and little by little the fast-receding lights of Montreal faded out, giving place to scattered clusters of lights that now and again told of the shore. The moon as well as the steamers had been chartered for the occasion, and it proved for most of the travellers more potent than sleep as a restorer of tired nature. What the non-nautical people called the "front" and "back" decks were well filled with deck chairs, in cosy combinations with golf capes, rugs, and steamer blankets, and "heart to heart talks" upon

"Ships, and Kings, and sealing wax,  
And whether pigs have wings—"

with other topics relating to librarians, if not to libraries, filled a large proportion of the silvery hours of the night.

On Wednesday morning most of the travellers were up betimes, not to lose the full beauty of the approach to Quebec, whose majestic citadel of rock rose sheer above the shining river against its background of wooded shores and dim blue hills, while its high-piled tin-sheathed roofs and gilded spires flashed silver glories in the light of the morning sun. The steamers lay for an hour or so at the wharf, and the A. L. A. resolved itself into Exploring Sections, with varied aims but unvarying energy. The short time before the warning whistle sounded the return was not too short for visits to the Basilica, to Notre Dame des Victoires, to the Chateau Frontenac, for a glimpse of the Lower Town and the deserted market-places, for a stroll along Dufferin Terrace, or for a tentative investigation of the city's resources in the way of souvenirs. A few even ventured upon voyages of observation in the *calèches*, and others scrambled about the green slopes of the citadel, where they discussed fortifications and military science, and gathered buttercups and the brilliant coarse Canadian dandelions. Most of the explorers were athirst for historical information, and they sought it diligently and *en masse* of the One who Knew All About Things, evincing a certain soulful joy over the extraction of facts and dates. For all, the time was far too short, and as the loiterers hastened their steps steamerward, it was with regretful backward glances, and a de-

termination to make the most of the Saturday in Quebec that was set as the last act of the Post-conference drama.

Through the hours of the late morning and early afternoon there were ever new beauties and fresh interests. The retrospect of Quebec rock-crowned and dimming in the distance; the white gleam of Montmorency Falls, like a flag of truce fluttering in the hollow of the cliffs; the low wooded shores of the Isle of Orleans, with its white *habitant* houses clustering about the village church or scattered over the green farmlands; the increasing majesty of the scene as the pine-clad hills drew closer to the river's edge — these and many more are pictures stored in the galleries of memory. It were idle to touch upon the "points of interest" that one by one were left behind. Is not their catalog set forth in the guide books with precision and poetic fire? Let us recall rather the keen breath of the wind, the sunshine, and the steady onrush of motion through the dancing waters, where the white whales gleamed and sank, and flashed again in iridescent half circles. In the early afternoon the steamers entered the broad expanse of Murray Bay, and halted at the long lower horn of Point au Pic, where a sturdy French population thrives amid the cottages and hotel eyries of the summer visitors. Here scattered search parties sallied forth, soon returning at the whistle's call, with triumphant allusions to the beauty of the view of river, lake, and shore, as seen from the wooded heights that overhang the village.

Twilight was gathering as the steamers drew near the Bay of Tadousac, the great turning-point of the journey. For the glories of the closing day, as the sun sank, a ball of ruddy fire, behind the purple mountains and cloud tints of amethyst and pale rose waxed and waned and cast a million shades of beauty across earth and sky and river, this chronicler has no words. It was thus we first saw the Saguenay, as it joined its waters with the vast expanse of the St. Lawrence — in the gloaming, tinged with the sunset afterglow, bordered by rounded rocks and mountains robed in shadowy pine forests. Tadousac marks the entrance to the great river of the north, and the steamers drew alongside the wharf, in a narrow creek on either side of which rise the rounded rocks that give to Tadousac its name. Here, for an hour or so the travellers rambled, under the

spell of a picturesque and rugged beauty. Tadousac has no level ground. From the foot of the surrounding mountains rise and fall rounded terraces, sometimes of sand mounds, sometimes of gray or vine-grown rock. The amber waters of a mountain tarn mirror a broken mountainside, and a rushing weir makes its impetuous way to the great river below, on whose further side walls of rock rise against the sky. There is a Government salmon hatchery near the tarn; and down beyond the village on a broad bay of the river is the old chapel of the Jesuit mission, built 150 years ago on the site of a still more ancient church — a bodily reminder of the days when Tadousac was an outpost of trade and of religion in New France.

Evening had fallen as the steamers drew out from the narrow stream into the great walled flood of the Saguenay. Then little by little the beauty of the night revealed itself, as the moon shone out upon the untroubled waters, touching with magic the wild cliffs and forest clad mountains that rose on either side, while overhead, "the floor of heaven was thick inlaid with patines of bright gold." The wind was keen, but with rugs and cloaks and steamer blankets that mattered little, for, as the guide book sapiently observes, "if the night is fine and the moon high in the heavens, the traveller will linger late on deck." Muffled forms in groups of twos and threes and half dozens were to be found from the roof of the pilot house and sheltered corners by the paddle-boxes to the bow of the lower deck; and the arrangement of two chairs beneath a single swathing of blankets appeared to be etiquette for the occasion. Only one criticism of the night was heard — and that was from the Poet, who lamented that he had looked in vain for the maiden in the moon, of whom legend tells; but it was pointed out to him that if he had followed the example of others and looked for the maiden on the deck instead, the results might have been more satisfactory.

As the steamers drew steadily northward, the air became obscured and heavy; a veil of smoke, faintly resinous, hung over the world, dimming and at times drowning the moon's radiance; then here and there along the mountain-side to the left torches flared, until a hundred funeral pyres flamed "beacon-like above the rapt

world." Fierce forest fires these were, that had raged for eight days and had destroyed the little town of St. Etienne, one of the settlements of the Price Lumber Company, where some forty families had been rendered homeless. For an hour or two their smoke hung fog-like over all, while through the mountains, far and near, their fiery serpent trail glowed and broke, and appeared again in deep patches of flame. The fateful majesty of the scene was interpreted by its watchers in various language. Some spoke of altars burning on a hundred hills, of Olympian funeral pyres, of the smoke-hung shores where Dante wandered; to others it recalled Pittsburgh as seen at night; others calculated the loss in cordwood, and discussed the influence of such fires upon the lumbering industry; each in his humor and after his kind. But as the night wore on the smoke lightened, the fiery serpents disappeared, and the beauty of moon and stars shone forth again, undimmed over river and mountains. It was under such heavens that half an hour before midnight the steamer drew with hushed pulses under the naked cliff of Cape Eternity, and paused in the rounded bay at whose further horn rise the stupendous triple terraces of Cape Trinity. There were many who had banished sleep for this, and for them there can be no words to shadow forth the mystery of that enchanted basin, moonlit, unfathomable in the circle of the hills, or the dark wonder of those rock-masses that rose to meet the midnight sky.

Of the later hours of the night, this chronicle saith not. At some unearthly hour the steamers reached Ha Ha Bay, where they lay until morning. Thursday opened with a fine, steady, drizzle of rain, but the A. L. A. regards not the elements, and a number of the travellers turned out in rainy-day trim, to explore the town of St. Alphonse, some attending mass at the village church, while others visited the little school and heard the small, dark-eyed *habitants* read and recite in Norman-French. All through the morning the rain fell steadily and a strong wind blew, driving many to the cabin, where a Council meeting was held, to the premature extinction of an amateur concert organized for the occasion. By noon the shower ceased, and as the steamers neared the wharf at Chicoutimi, there was now and then a vagrant gleam of sunshine.

Chicoutimi is the limit of the Saguenay journey, and here a three-hour halt was made. It lies at the mouth of the river of the same name—a busy little lumbering town, with streets wherein the pedestrian sighs for alpenstocks, and high-roofed cottages perched on the rocky hillsides. All the civic dignitaries of the place welcomed the librarians, in the person of Mayor Guay, who advanced to greet the visitors as the *Canada* made fast to the wharf. Chicoutimi evidently believes in the centralization of power, for M. Guay combines with his duties as Mayor the offices of Chief of Police, Chief of Fire Department, and Magistrate of the County; he is also a lay officer of the Cathedral; owner of the large pulp mill by and for which Chicoutimi lives and moves and has its being; owner of most of the real estate of the region; proprietor of a fleet of schooners and of the Chicoutimi telephone, telegraph, and electric light companies; and the owner, editor, and publisher of the chief daily paper—in a word, *l'état, c'est lui*. His welcome was as ample as the dignities with which he was invested. The electric lights furnished a midday illumination in honor of the visitors, and the Mayor himself led the long procession of conveyances in which those whom *Le Progrès du Saguenay* termed "*plusieurs centaines de personnes distingués des États Unis*," were taken to the points of interest of the town. Chief among these was the Mayor's pulp mill, a scene of whirring activity, where soft sawdust quashed beneath one's feet, and the fragrance of freshly cut wood filled the air. Here we saw the long logs guided through the chute at one end of the mill, to emerge finally as damp dough-like sheets of pulp, then to be stamped and packed in great bundles, and finally to start for Germany in the freight cars that stood on the railway below. Then there were the beautiful falls above the mills—a wonderful mountain torrent, amber-clear, falling in clouds of white smoke over wild rocks and crags; while still further up a beautiful stretch of rapids foamed and fretted against their impeding rocks. The little chapel built for the workmen of the great Price lumber mills, and marking the site of the old Jesuit mission chapel erected for the Indians 200 years before, was visited. Some of the sightseers found time to inspect the fine sailors' hospital and the well-kept convent; and all visited

the large cathedral, the pride of Chicoutimi, with its altar-piece of St. Ambrose receiving the Emperor Constantine, said to be "un vrai Rubens," brought from Rome 22 years ago by the present Archbishop of Quebec, then Bishop of Chicoutimi.

There was much still to see when the steamers sounded recall; but after all the laggards had gathered at the wharf, time and tide were forced to wait until copies of that day's issue of the Mayor's paper, *Le Progrès du Saguenay*, evidently the "official organ" of Chicoutimi, had been pulled damp from the press, for distribution as a parting souvenir. There were other souvenirs—squares of pulp from the mill, birch bark, mosses, ferns, even a young cedar tree tenderly boxed in its native soil, grass baskets, and green Seminary scarfs—and it was with kindly feelings toward Chicoutimi and its executive that the travellers waved farewell as the steamers ploughed their way again into the river, headed on the homeward way.

All through the later afternoon the most wonderful part of the great river, seen the evening before by moonlight, was revealed through mingled rain and sunshine. The steamers drew close to the wild shores, seeming to skirt

"the very base

Of the mountain where, at a funeral pace,  
Round about, solemn and slow  
One by one the pinetrees go,  
So, like black priests up, and so  
Down the other side again.

Here and there the cascade of a mountain stream hung its white plume down the wall of a great cliff, or a patch of lingering snow gleamed in the pine wilderness, while the veil of fine rain, constantly broken by brilliant sunlit pauses, cast a thousand varying shadow effects over river and shores. The showers, indeed, were an added beauty; and as the great twin capes loomed ahead and the rapid beating of the engines stilled in their presence, suddenly the mists were broken and swallowed up in sunshine, and across blue sky and rain-fresh earth hung a double rainbow, spanning the mountains and smiling back from the depths of the waters. Almost beside the steamer's rail rose the triple promontory of Cape Trinity, stretching upward in sheer reaches of stone that the eye wavered to follow, a figure of the Virgin on its second terrace, and a white cross rising near its crown, while across the dark guarded basin of Eternity

Bay towered its giant sister, robed with the pine forest and veiled with a floating shred of cloud. It seemed to many enough to absorb it all in silence and lose the pettiness of self in the spirit of elemental nature; but the true tourist spirit is rather a trivial, childish curiosity, and there were some to give it vent in a Philistine assault of stones, aimed at the mighty cliffs, while the austere silence of the wilderness was broken by the wanton din of steam whistles blown to wake the angry answer of the echo.

The shadows of evening had fallen when the steamers drew in a second time to the Tadousac wharf, where they were to lie until tide turned at break of day. Here, despite lowering clouds and the grumble of thunder, most of the travellers turned out for further explorations. They found their way again to the salmon weir, and thronged the ancient church, with its relics of a wild and romantic past, they were caught in a heavy thunder storm, and sought refuge in hospitable homes, where French kindness, gave them a gracious welcome; and then they walked steamerward along the hilly village street under a radiant canopy of stars. A number gathered in the Tadousac Hotel, where there was dancing and refreshments and where the passengers on the *Canada* and *Carolina* exchanged greetings and experiences. For those who remained aboard a Library Auction was held, in the cabin of the *Canada*, announced in a huge placard as "Fonds de banqueroute à profit de l'acheteur," where the prices paid for "unique" copies of "Queen of the air," "The red badge of courage," "American Catalogue, part I," and other rare works deserve record in "Book prices current"; while for many deck chairs and moonlight still held their charms.

Early on Friday morning Murray Bay was reached again, with a fair time allowance for exploration. Many yielded to the fascination of the *calèche*, and joined the long procession that moved along the shores of the bay and over the hills; others climbed the steep hillside to the Hotel Richelieu, and enjoyed the fine view spread below; some visited the little village school, with its piquant, vivacious mistress; and sooner or later all thronged the Indian basket shop, and met in the hurly burly of the great library raid on "Fraser's" that must be long remembered in Murray Bay annals. For at Fraser's were rolls upon rolls of homespun

linens, delicate counterpanes, rag-carpet in dull Persian greens and blues and yellows, home-spun stuffs in soft æsthetic tints, at sight of which the three hundred was moved with a true "bargain day" frenzy. High officials in the A. L. A. were pressed into service in measuring off yards of stuff and making change, and the raiders withdrew only as the whistle sounded the return at 10 o'clock. Once afloat again, a "loan exhibit" was promptly held in the cabin of the *Canada*, where the vari-colored rugs and draperies made a brave show as they were hung over the gallery rails, each labelled with its owner's name. The hours of morning and early afternoon passed quickly, and at 3 o'clock the steamer made fast to the long pilgrims' wharf at the village of Ste. Anne de Beaupré, for a two-hour visit to the shrine of "la bonne Ste. Anne."

How can we tell, in the space allotted, of all that was seen and done? Down the long wharf the procession made its way, past the round building which in staring signs announced a Cyclorama of the Crucifixion, into the open square before the church, with its booths of rosaries and sacred emblems. Here they were met by one of the priests in charge, who led the way into the great church and pointed out its chief beauties—the altar rails of carved marble, the great organ, and the many rich decorations. At the head of the center aisle, before the chancel, stands the statue of Ste. Anne, with a jewelled relic case set at its feet; while all through the church are the offerings of the faithful—cases of jewels and trinkets, great stacks of crutches, cases of spectacles and eyeglasses, tokens of the healing sought by thousands of worshippers. The various chapels were visited, and in the sacristy the many souvenirs of the shrine bought by the visitors were blessed by one of the attending priests. The old church of Ste. Anne, built in 1658, and restored some 20 years ago, was also visited, as was the elaborate chapel of the Scala Santa, from whose platform was revealed a superb view of river and shore. There was still time for a ramble through the quaint streets of the pilgrim town, where religion permeates every activity. Here, along the roadside, rose the enclosure of a holy hill, the stations of the cross marking its winding paths; there the little shop of a statue-maker opened from the street, an Angel of the Annunciation on one

side of the doorway, a rotund Punchinello of a Napoleon I. on the other. A Chinese idol kept guard further back, hobnobbing with the Infant of Prague, while Ste. Annes of various sizes and complexions filled out the group. There was a foreign touch and color about it all—the old streets with their quaint French houses, the open shaded square, across which babies played and women chatted, the crosses and the chapels dominating all—and one longed to see it all more freely and more fully than an excursion program permits. Small wonder that it was after five before the last laggards were safely aboard and the steamers drew away towards the final stage of their journey.

The sun was sinking as the citadel rock of Quebec again rose before the voyagers. The steamers made fast at the R. & O. wharf, there to rest as floating hotels for a night and a day, and the three hundred scattered in squads and detachments to make the most of the twilight and evening hours in this city of old-world enchantment. There is no space to chronicle all their doings. The majority had been inspired by the happy thought of supper in Quebec, and sought "characteristic" restaurants with hungry energy, from the historic "Chien d'Or," rather conventionalized as a tourist show-place, to the sweet-shops where one might indulge in ice cream at twenty cents for three plates, or the quaint foreign places in the Lower Town where one might secure "repas à toute heure." The trolley cars offered to many opportunity to gain a general view of the city; and a number made their way to the Plains of Abraham, and wandered over fields and meadows—unconscious trespassers—in search of Wolfe's Cove. It was found at last, after a troublous campaign wherein thickets and barbed wire fences were carried successfully with only one casualty reported. Historical reflections were indulged in as the adventurers gazed down from the steep, wooded heights to the strand below and recalled that daring attack; but these were interrupted by the realization that while Wolfe ascended others must descend, and the adventures of the past were lost in the immediate perils of the present. It was learned later that the explorers had lost their bearings, and that further on an actual road existed, leading to the cove below; but for those who gazed upon that steep acclivity, tangled with underbrush and set with

ankle-twisting stones, and saw their goal in the shore road far below, the Ascent of Wolfe's Cove counts for little—the Descent of Wolfe's Cove will long remain an historic memory. How it was accomplished, let those who know tell; if they will. Then came the long walk around the cove road through the cramped and half-deserted streets of the Lower Town, that had in some strange fashion lingered over from the 17th into the 20th century; and the trip by *ascenseur* to the broad expanse of Dufferin Terrace, where the A. L. A. mingled in the picturesque stream that moved in steady cross-currents back and forth upon the beautiful promenade. There was good music from the Royal Victorian Band; there were fascinating Tommy Atkinses; there was moonlight and balmy air—it is no wonder that midnight had come and gone before the wanderers were home again in the familiar staterooms of the *Canada* and *Carolina*.

Saturday opened with a morning visit to the Champlain Market, in its broad open square with surrounding booths and central market buildings. Entirely foreign and delightful it all was, from the sturdy *habitant* farmer squeezing two wildly protesting pigs into an inadequate sack, to the marketwomen with their maple sugar molds and their high stacks of baskets. To the baskets most of the visitors succumbed; and to the steeple-crowned *habitant* hats in their gay colors; and to the bright-dyed sheep-skin mats; and to articles sundry and various. There was a special joy, too, in the purchasing process, for, of course, every one was resolved to try his or her French upon their victims, and some of the French thus administered could be taken safely only in small doses. "Combien?" and "oui" were the chief standbys of the visitors, "n'est ce pas?" seemed to be also generally regarded as a sure resource; but even with this equipment strange results were sometimes produced, as in the case of one young librarian from whom was evoked the startling acknowledgment that the small hats she had just bought were for her "deux enfants."

From the market and the shops the visitors assembled for a trolley ride about the city, tendered under the auspices of the Literary and Historical Society of Quebec, which was represented by its President, Capt. Wood, by Sir James Le Moine, Mr. P. B. Casgrain, and several other members.

A long circuit through the city was made, showing the old and new, the modern suburbs, and the unchanged heart of the old town. At the Plains of Abraham the party was led by its cicerones to the various historic scenes, none of which, perhaps, touched the spirit so strongly as did the slender shaft of the Wolfe monument, with its inscription so simple and so potent—"Here Wolfe died Victorious." From the Plains a trip was made to the citadel, where red-coated soldiers, polite and immaculate, and so delightfully in accord with one's expectations, conducted the A. L. A. about the Barracks, and accepted with calm satisfaction their charges' delight at the wonderful view outspread below the ramparts. Most of the party lingered to share by their presence in the solemn operation of firing the noonday gun, and many were taken to see the small old cannon, which, they were told, had been carried off from Bunker Hill—a remark that evoked the prompt reply, "Yes, you got the cannon; but we got the hill!"

The afternoon was spent in varied fashion. Some lunched at the peaceful convent of Le Bon Pasteur; many sought souvenirs in the fascinating shops; the majority, perhaps, drove in *calèches* or went by train to the beautiful Falls of Montmorency, nine miles out. That trip deserves more than a title-entry. The drive lay through a true French countryside, with its quaint houses of two centuries ago, its market carts that jogged along the white road, with their cheerful walnut-faced drivers; its wayside crosses; and the long straggling village of Beauport. At its end, within a park enclosure, were the beautiful Falls, revealing at every fresh view-point a new loveliness that held time captive. Besides all this, Quebec itself held a thousand lures. All through the town decorations were in progress for the great Corpus Christi festival of the morrow. Long rows of fragrant young pine and fir trees lined the streets, intersected with evergreen arches, while from windows and balconies hung banners with devout inscriptions, as "O Salutaris Hostia," or "Panis Angelorum," mingled with French, British, and Irish flags. In the churches there were special preparations. The chancel of the Basilica glowed with many-colored electric lights, and in the older quarters of the city especially a general atmosphere of festivity prevailed. Many there were who yielded to the fascination of it all, and as the



time came for the return to Montreal the steamer contingent was somewhat thinned, and a large library delegation remained for Sunday in Quebec.

At seven o'clock the *Canada* slowly moved on the last stage of her trip, the defection from her original passenger list having been made up by the transfer of the travellers from the *Carolina*. In the evening, in her spacious cabin, a meeting of the Association was called, at which supplementary resolutions of thanks to those who had made the post-conference so memorable a pleasure and a success were unanimously carried, and with three hearty cheers for Mr. C. H. Gould—though to him no vocal organs can express the true measure of our thanks—the Twenty-second General Conference of the American Library Association came to an end.

But there were still *disjecta membra*. Sunday both at Montreal and at Quebec will long be remembered. The Corpus Christi festival in both places gave to the visitors a little journey to Europe. There were the crowded streets, gay with bright dresses—"every French girl in Montreal she's sure got to have a new dress for Corpus Christi day," it was explained to one group of sightseers; there was the long procession, with its magnificently vested priests, its lines of white-veiled girls from the convent schools, its marching phalanxes of priests and sisters, each body bearing rich-hued banners, while at the end was the gorgeous canopy under which was borne the Host. The procession wound through the evergreen-lined streets, and at every intersecting arch a pause was made, while the choir boys scattered flowers, and the deep-toned swell of chanting rose and fell.

The eastern section of the A. L. A. saw but the beginning of the festival, for at 10 o'clock they left the Grand Trunk station on the homeward trip through Burlington, of which record follows elsewhere. For those who had remained in Quebec there was opportunity after the Corpus Christi celebration for drives and rambles before departure at three o'clock by the Montreal boat; while the few who had spent their Sunday in Montreal scattered in the early evening on their homeward way for New York and Buffalo and Boston.

#### BURLINGTON AND LAKE GEORGE TRIP.

It was a fairly large party, mainly from New

York and New England, that filled the two special cars in the Grand Trunk station on Sunday morning, bound on the final Post-conference excursion, with Sunday at Burlington and a trip down Lake George to follow. Burlington was reached soon after noon, and special cars carried the party to the Van Ness Hotel. The afternoon was spent by many in visiting the Billings Library and Ethan Allen's monument, and in a drive, of which Red Rock was the objective point. In the evening Miss Hagar received the Association at the little Public Library, doing good work in its inadequate quarters.

By nine o'clock on Monday morning the New Yorkers and New Englanders were disposed in deck chairs in the bow of a Champlain steamer, enjoying the beauty of the scenery—so peaceful a contrast to the wild majesty of the Saguenay. At Ticonderoga adieux were again in order, for here New York separated from New England, and set forth upon its Lake George route. Here let the tale be taken up by one who shared the pleasures of that Lake George journey.

#### DOWN LAKE GEORGE AND THE HUDSON.\*

When the *Vermont*, with a boat-load from Burlington, tied up at the wharf beneath the forsaken earthworks of old Fort Ticonderoga, it was a company of about 70 souls who walked down the gang-plank. They were to form a new party of adventurers, the proper designation of which would be "The Lake George & Hudson Company." The New England party, who thought to see us well started on our journey by coming with us this far, crowded the steamer rail, and a waving of handkerchiefs from boat to train, with a return salute, rounded up one more of the many links in the Post-conference chain. Another was already begun.

The *Horicon* soon hove in sight at the Baldwin pier, making a beautiful contrast between her white sides and the bluest of blue waters. The wearers of the Montreal badges, accompanied by numerous satchels and bandboxes, then walked two by two into the little ark, to engage again in the momentous conflict of body and spirit that on so many numerous former occasions has beset the travelling members of the American Library Association—whether one should be faithful to the ideals of

\* The account of the Lake George and Hudson trip is by Edward L. Burchard, Librarian of the U. S. Coast and Geodetic Survey.

spirit and feast upon the passing beauty or retire to hold and replenish the inner man. But the steamer *Horicon* allowed one to do both. The entire dining-saloon was above water and lined with glass windows, so that there was an unbroken prospect of wooded mountain and ravine, summer homes, and rippling blue waters.

After some eight or 10 miles of this American Switzerland the boat whistled at Green Island, and the party was soon on the steps of the Sagamore Hotel. Such a union of green things and blue waters and tranquil stillness made all the cares of books and travel slide away, and in their places crept a delicious and soothing sense of quiet and of pure enjoyment of nature. The broad piazzas of the hotel invited to repose, but before long the party was scattering in the woods or by the shores or down the road to the other end of the island, where the guide-book said an earthwork had been thrown up during Revolutionary days.

The movements of one party out gathering flowers were suspicious. The quantities of buttercups, ferns, and other green things they picked, and the clandestine way they carried them back to the hotel indicated that something was in the air. These suspicions were confirmed when Miss Baldwin and Miss Wallace, penetrating into the recesses of the immaculate kitchen, sought out the *chef* and proceeded to press him into the service. Miss Wallace instantly detected in the broad grin of the son of Ham, a descendant of the Georgia plantation, and quickly clinched a bargain for a birthday cake that should be iced and decorated in the highest style of the art. It was not until 6.30 that evening that the mystery was cleared. When the company moved upon the dining-room Mr. Hill at once escorted Mrs. Wood to the seat of honor at a center-table, which was gaily decorated with flowers, and where she was soon surrounded by her friends and the whole contingent of librarians. It was then revealed that Mrs. Wood, who is the mother of Mrs. Hill, had added to the other attractions which had endeared her to all with whom she was associated on the trip, an 80th birthday, and this her friends proposed to celebrate with all the rites befitting the occasion. In the midst of the festivities the great birthday cake was brought in, borne aloft and reflecting from its iced surface a border of lighted candles.

While the others were gathering flowers Miss Hannah P. James had been preparing a wreath. This she now presented:

1820 - 1900.

#### LOOKING TOWARDS SUNSET.

Towards the sunset sailing fair,  
Fresh verdure on the hills and in the heart,  
God's sunshine on the earth and in the air,  
In all thou hast a part.

For life to thee, both here and there, is one,  
Where eternal years forever glow  
With brightness of the everlasting sun,  
And here where glimpses of that glory show.

Thine eighty blessed years thou hast not lost  
For there their treasure lies beyond the sight,  
Till Cape Eternity reveals to thee

A sunset glowing with unfading light.

HANNAH P. JAMES.

Mr. Montgomery then voiced the general "era of good feeling" in a few words of jollity, proposing a toast to Mrs. Wood in which all joined, and which was responded to by Mr. Hill in behalf of Mrs. Wood.

The ceremony being over, each one of the "immediate family" took possession of a lighted birthday candle, a procession was formed, and there was a grand march down the corridor and verandas, ending with a Virginia reel in the parlor, our lady of four-score leading the procession and starting off the reel with as much sprightliness as a bride of twenty. The evening closed with a few boating parties on the lake.

At 8.30 in the morning the 68 "New Yorkers," for as such we were registered at the Sagamore, boarded the diminutive steamer *Mohican*, and after about an hour's ride glided up to the wharf near old Fort William Henry, at the town of Caldwell. Here the comforts of water travel were exchanged for the soot and heat of two cars, and the next stop was Saratoga Springs, where we were left behind to spend part of the day. A short stroll through the midst of the huge caravansaries that line the main street brought us to the steps of the American Adelphi Hotel, where we reluctantly expended our last "meal coupon." A drive through the town followed, and then came the return. Albany was the next stop, where the Library School claimed its own; then followed the daylight ride down the Hudson.

West Point, Peekskill, Stony Point, Tarrytown, Irvington, told off the few remaining miles of our long journey; and it was with a deep sense of obligation to each one of the planners and promoters who had organized such a long round of recreation and pleasure that at last the good-byes were said and the "Lake George and Hudson" section of the Post-conference adjourned.

## ATTENDANCE REGISTER.

ABBREVIATIONS: As., Assistant; F., Free; L., Library; P., Public; Rep., Representing; Sch., School; Tr., Trustee.

- Achilles, Lillian R., Ln. Swan L., Albion, N. Y.  
 \*Ahern, Mary E., Ed. *Public Libraries*, Chicago.  
 \*Allen, Letitia S., Ln. P. L. Attleboro, Mass.  
 \*Ambrose, Lodilla, As. Ln. Northwestern Univ., Evanston, Ill.  
 \*Andrews, Clement W., Ln. John Crerar L., Chicago.  
 \*Andrews, Mrs. Judith W., Boston.  
 Appleton, Augusta I., Winchester, Mass.  
 \*Ashley, Grace, As. City L., Springfield, Mass.  
 \*Ashley, May, As. City L., Springfield, Mass.  
 \*Avery, Mary L., Ln. F. L., Herkimer, N. Y.  
 \*Ayer, Clarence W., Ln. P. L., Brockton, Mass.  
 Bailey, Arthur L., Sub-ln. State L., Albany, N. Y.  
 Bain, James, jr., Ln. P. L., Toronto, Ontario.  
 \*Baldwin, Emma V., As. F. P. L., Newark, N. J.  
 Barnard, Pierce B., As. P. L., St. Louis, Mo.  
 \*Barnum, Mrs. Adele B., Ln. P. L., Niagara Falls, N. Y.  
 \*Barnwell, James G., Ln. Library Co., Philadelphia.  
 \*Batchelder, Isabel, Cambridge, Mass.  
 Bate, Florence E., rep. McClure, Phillips & Co., N. Y. City.  
 \*Bates, Helen C., 3d as. ln. P. L., Detroit, Mich.  
 Beard, Josephine, Student N. Y. State L. Sch., Albany.  
 Bennett, Norma B., Student Pratt Institute L. Sch., Brooklyn.  
 Berry, Silas H., Ln. Y. M. C. A., N. Y. City.  
 Betts, Elsie E., As. State L., Albany, N. Y.  
 \*Bigelow, Frank B., Ln. Society L., N. Y. City.  
 Billings, John S., Director P. L., N. Y. City.  
 \*Biscoe, Ellen L., Albany, N. Y.  
 \*Biscoe, Walter S., Senior ln., State L., Albany, N. Y.  
 Blackwell, R. J., Ln. P. L., London, Ontario.  
 \*Blair, Emma H., As. State Hist. Soc., Madison, Wis.  
 \*Blanchard, Caroline A., Ln. Tufts L., Weymouth, Mass.  
 \*Boardman, Anna E., Boston.  
 Bolton, C. K., Ln. Boston Athenæum, Boston.  
 Bostwick, Arthur E., Ln. P. L., Brooklyn.  
 Bovey, Mrs. H. T., rep. National Council of Women, Montreal.  
 \*Bowker, R. R., Ed. *Library Journal*, Tr. Brooklyn L. and Brooklyn Institute L., Brooklyn.  
 Bradbury, Mrs. L. A., As. Boston Athenæum, Boston.  
 \*Bradley, Alice, Teacher Y. W. C. A., Montreal.  
 \*Bradley, I. S., Ln. State Hist. Soc., Madison, Wis.  
 \*Brainerd, Fanny P., Cataloger Union for Christian Work L., Brooklyn.  
 Braniff, Florence T., Cataloger Astor L., N. Y. City.  
 Breckenridge, S. M., As. P. L., Cleveland, Ohio.  
 Brett, Clara A., Cataloger P. L., Brockton, Mass.  
 \*Brett, W. H., Ln. P. L., Cleveland, Ohio.  
 Bridgman, Minnie C., Student Univ. of Illinois L. Sch., Champaign.  
 \*Brigham, Johnson, Ln. State L., Des Moines, Iowa.  
 \*Brigham, Mrs. Johnson, Des Moines, Iowa.  
 \*Brinkmann, Anna W., Philadelphia.  
 \*Brinkmann, Edith H., Josephine Widener Memorial Branch F. L., Philadelphia.  
 \*Brock, Isabel G., As. McGill Univ. L., Montreal.  
 Brooks, H. St. Barbe, Chief cataloger Carnegie L., Pittsburgh, Pa.  
 \*Brown, Edna A., Custodian Special L., Providence, R. I.  
 Brown, Walter L., As. supt. P. L., Buffalo, N. Y.  
 \*Browne, Nina E., As. secy. A. L. A. Publishing Board, Ln. Library Bureau, Boston.  
 \*Brownell, Miss E. A., Malden, Mass.  
 \*Browning, Eliza G., Ln. P. L., Indianapolis, Ind.  
 \*Bullock, Waller I., 1st as. ln. P. L., Utica, N. Y.  
 \*Burchard, E. L., Ln. U. S. Coast and Geodetic Survey, Washington.  
 Burdick, Esther E., Ln. F. P. L., Jersey City, N. J.  
 Burgess, F. E., Ln. Y. M. C. A., Montreal.  
 Buss, Charlotte A., Ln. Miles Park Branch P. L., Cleveland, Ohio.  
 \*Carr, Henry J., Ln. P. L., Scranton, Pa.  
 \*Carr, Mrs. H. J., Scranton, Pa.  
 Casamajor, Mary, Student N. Y. State L. Sch., Albany, N. Y.  
 Chandler, Ellen M., Cataloger P. L., Buffalo, N. Y.  
 \*Chapple, Ada G., Student Pratt Institute L. Sch., Brooklyn, N. Y.  
 Charlton, Margaret R., Ln. Medical L. McGill Univ., Montreal.  
 \*Chase, Jessie C., Supt. Branch libraries, P. L., Detroit, Mich.  
 Cheney, J. V., Ln. Newberry L., Chicago.  
 Cheney, Lucy D., Ln. F. L., Rutland, Vt.  
 Chivers, Cedric, Bookbinder and bookseller, Bath, Eng.  
 \*Clark, Elizabeth R., Ln. Univ. of Nashville, Nashville, Tenn.  
 \*Clark, Vina E., Ln. Iowa State Coll., Ames, Ia.  
 Clarke, Edith E., Ln. Univ. of Vermont, Burlington, Vt.  
 \*Clarke, Elizabeth P., As. ln. F. P. L., Evanston, Ill.  
 Cloud, Josephine, Supt. of circulation, P. L., Minneapolis, Minn.

\* Indicates participation in Post-conference excursion.

† Indicates participation only in Post-conference excursion.

- \*Cole, G. Watson, N. Y. City.  
 \*Cole, Mrs. G. Watson, N. Y. City.  
 \*Collar, Mildred A., As. instructor Pratt Institute L. Sch., Brooklyn.  
 \*Corey, D. P., Tr. P. L., Malden, Mass.  
 \*Corey, Mrs. D. P., Malden, Mass.  
 \*Cranston, Mrs. Mary R., Ln. League for Social Service, N. Y. City.  
 Crowell, Emma, As. In. P. L., Toledo, Ohio.  
 Crowell, Martin L., Tr. P. L., Toledo, Ohio.  
 Crunden, F. M., Ln. P. L., St. Louis, Mo.  
 \*Cummings, Alice T., Cataloger P. L., Hartford, Ct.  
 Currier, T. Franklin, As. Harvard Coll. L., Cambridge, Mass.  
 \*Cutter, C. A., Ln. Forbes L., Northampton, Mass.  
 Cutter, W. P., Ln. U. S. Dept. Agriculture, Washington.  
 \*Daggett, Caroline, Cataloger Central L., Syracuse, N. Y.  
 Dalley, Mrs. D. B., Ln. F. P. L., Council Bluffs, Iowa.  
 \*Dana, J. C., Ln. City L., Springfield, Mass.  
 \*Danforth, G. F., Ln. Indiana Univ., Bloomington, Ind.  
 David, May R., As. Ln. P. L., Cleveland, Ohio.  
 Davidson, H. E., Vice-Pres. Library Bureau, Boston.  
 Davidson, Mrs. H. E., Boston.  
 Davidson, Prof. J., Ln. Univ. of New Brunswick, Fredericton, N. B.  
 \*Davis, Mary L., Head cataloging dept., Pratt Institute L., Brooklyn.  
 \*Davis, Miriam M., Ref. Ln. P. L., Minneapolis, Minn.  
 Dawson, S. E., Queen's Printer, Ottawa, Ont.  
 De Crevecoeur, Pierre, As. Fraser Institute, Montreal.  
 Delisle, Auguste, Ln. Bar Assoc., Montreal  
 Denison, G. A., rep. G. C. Merriam Co., Springfield, Mass.  
 \*Dennis, Carrie C., Ln. City L., Lincoln, Neb.  
 \*Derby, Alice H., New Haven, Ct.  
 \*Derickson, Maud E., Substitute P. L. Minneapolis, Minn.  
 Dewey, Melvil, Director State L. and Home Education, Univ. of State of N. Y., Albany, N. Y.  
 De Witt, Clinton, Middlesborough, Ky.  
 Doan, Enos L., Ln. Institute F. L., Wilmington, Del.  
 \*Doane, Rebecca F., Ln. F. L., Milford, N. H.  
 \*Dodge, Melvin G., Ln. Hamilton Coll., Clinton, N. Y.  
 \*Doren, Electra C., Ln. P. L., Dayton, Ohio.  
 \*Dougherty, Anna R., As. F. L., Philadelphia.  
 \*Dousman, Mary E., As. Children's Room, P. L., Milwaukee, Wis.  
 Droyer, Mary G., Utica, N. Y.  
 \*Earl, Mrs. Adams, LaFayette, Ind.  
 \*Earl, Mrs. Elizabeth C., Indiana P. L. Commission, Connellsville, Ind.  
 \*Earl, Jeanie S., Herkimer, N. Y.  
 \*Eastman, Linda A., Vice-In. P. L., Cleveland, Ohio.  
 \*Eastman, W. R., Inspector of Libraries, Univ. of State of N. Y., Albany, N. Y.  
 †Eastman, Mrs. W. R., Albany, N. Y.  
 Edmands, J., Ln. Mercantile L., Philadelphia, Pa.  
 Edmands, Mrs. J., Philadelphia.  
 \*Edwards, Ella M., Ln. Buffalo Hist. Soc., Buffalo, N. Y.  
 \*Elliott, Julia E., Student Illinois State L. School, Champaign, Ill.  
 Ellison, Annette C., Supt. Children's Dept. P. L., Minneapolis, Minn.  
 Elmendorf, H. L., Supt. P. L., Buffalo, N. Y.  
 Elmendorf, Mrs. H. L., Buffalo, N. Y.  
 \*Emerson, Mabel E., Ref. Ln. P. L., Providence, R. I.  
 \*Engle, Emma R., As. children's room, F. L., Philadelphia.  
 \*Evans, Mrs. Alice G., Ln. F. P. L., Decatur, Ill.  
 \*Fairbairn, Helen, Secy. to In. McGill Univ., Montreal.  
 Fairchild, E. M., Lecturer, Educational, Church Board, Albany, N. Y.  
 Fairchild, Mrs. Salome Cutler, Vice-director N. Y. State L. School, Albany, N. Y.  
 \*Farrar, Ida F., As. City L., Springfield, Mass.  
 \*Faxon, F. W., Liby. dept., Boston Book Co., Boston.  
 \*Faxon, Mrs. F. W., Boston.  
 \*Feary, Charlotte S., Cataloger State L., Albany, N. Y.  
 Finley, F. G., Ln. Medical L., McGill Univ., Montreal.  
 Fletcher, W. I., Ln. Amherst Coll., Amherst, Mass.  
 Flint, Weston, Ln. P. L., Washington, D. C.  
 \*Foss, Sam W., Ln. P. L., Somerville, Mass.  
 Fossler, Anna, Student N. Y. State L. School, Albany, N. Y.  
 \*Foster, Mary S., As. State Hist. Soc., Madison, Wis.  
 \*Foster, W. E., Ln. P. L., Providence, R. I.  
 \*Fox, Nellie L., Ln. Morse Institute, Natick, Mass.  
 \*Foye, Charlotte H., As. John Crerar L., Chicago.  
 \*Francis, Mary, Hartford, Ct.  
 \*Freeman, Marilla W., Ln. P. L., Michigan City, Ind.  
 †French, Mrs. C. H., Canton, Mass.  
 Furbish, Alice C., Ln. P. L., Portland, Me.  
 Galbreath, C. B., Ln. State L., Columbus, Ohio.  
 \*Garland, Caroline H., Ln. P. L., Dover, N. H.  
 Gash, Margaret, Student Pratt Institute L. School, Brooklyn.  
 Gassaway, Elizabeth, As. In. P. L., Toledo Ohio.  
 \*Gay, Alice M., Hartford, Ct.  
 Gay, Frank B., Ln. Watkinson L., Hartford, Ct.  
 \*Gay, Helen K., Ln. P. L., Mount Vernon, N. Y.  
 Geiger, E. A., Sec. and Treas. P. L., Brockville, Ont.  
 Gerould, J. T., As. Columbia Coll. L., N. Y. City.

- Gibson, Minnie E., Ln. Reuben McMillan F. L., Youngstown, Ohio.
- Gifford, W: L. R., Ln. P. L., Cambridge, Mass.
- \*Gilbert, Elizabeth, As. Indexer, State L., Albany, N. Y.
- \*Gilkey, Malina A., Cataloger, Liby. of Congress, Washington.
- Goddard, W: D., Clerk, Liby. of Congress, Washington.
- \*Goding, Sarah E., As. In. F. L., Philadelphia.
- Gooch, Harriet B., Ln. P. L. North Brookfield, Mass.
- Goss, Harriet, Ed. *Cumulative Index*, Cleveland, Ohio.
- \*Gould, C. H., Ln. McGill Univ., Montreal.
- Gould, H. A., rep. A. C. McClurg Co., Chicago.
- \*Graham, Emma, Ln. P. L., Sidney, Ohio.
- Green, Walter C., Student N. Y. State L. Sch., Albany, N. Y.
- \*Greenman, E. May, As. Home Education Dept. State L., Albany, N. Y.
- \*Grierson, Mrs. E. S., Ln. P. L. of Calumet & Hecla Mining Co., Calumet, Mich.
- Guild, Helen T., Cataloger State Univ. L., Bloomington, Ind.
- \*Gunnison, Marion, Ref. In. P. L., Erie, Pa.
- \*Hackett, Irene A., Ln. Y. M. C. A., Brooklyn.
- Hadley, Anna, Ln. Ansonia L., Ansonia, Ct.
- \*Hafner, Alfred, rep. G. E. Stechert, N. Y. City.
- \*Hagar, Sarah C., Ln. Fletcher F. L., Burlington, Vt.
- \*Haines, Helen E., Managing ed. *Library Journal*, N. Y. City.
- \*Hall, Bessie G., As. McGill Univ. L., Montreal.
- Hall, E. Frances, Ln. Mass. Agricultural Coll., Amherst, Mass.
- \*Hammond, Laura, Student Pratt Institute L. School, Brooklyn.
- Hanson, J. C. M., Chief Cataloging division, Liby. of Congress, Washington.
- Hardy, E. A., Secy. P. L., Lindsay, Ohio.
- Harrington, Bernard J., Prof. of chemistry, McGill Univ., Montreal.
- \*Haven, Georgetta, Cincinnati, Ohio.
- \*Hazeltine, Mary Emogene, Ln. James Prendergast F. L., Jamestown, N. Y.
- \*Henderson, Maude R., As. P. L., N. Y. City.
- \*Hewins, Caroline M., Ln. P. L., Hartford, Ct.
- \*Hewins, Lucy C., West Roxbury, Mass.
- \*Heydrick, Josephine S., Ln. Pequot L., Southport, Ct.
- \*Hill, Frank P., Ln. F. P. L., Newark, N. J.
- \*Hill, Mrs. Frank P., Newark, N. J.
- Hine, J. W., Art Metal Construction Co., Jamestown, N. Y.
- Hinsdale, Leonora J., As. Cathedral F. Circ. L., N. Y. City.
- Hitchler, Theresa, Chief Cataloger P. L., Brooklyn.
- \*Hoagland, Merica L., organizer, Fort Wayne, Ind.
- \*Hooper, Louisa M., As. In. P. L., Brookline, Mass.
- \*Hope, Amy, N. Y. City.
- Hopkins, Anderson H., As. In. John Crerar L., Chicago.
- Hosmer, James Kendall, Ln. P. L., Minneapolis, Minn.
- \*Hubbard, Anna G., Ref. In. State L., Indianapolis, Ind.
- \*Hull, Fanny, Ln. Union for Christian work, Brooklyn.
- \*Humphreys, Florence G., As. F. L., Philadelphia.
- \*Hunt, Clara W., As. F. P. L., Newark, N. J.
- Hunt, Edwin B., Chief cataloging dept. P. L., Boston.
- \*Huse, Hiram A., Ln. State L., Montpelier, Vt.
- \*Huse, Mrs. H. A., Montpelier, Vt.
- \*Husted, Harriet F., Ln. Y. W. C. A., N. Y. City.
- \*Hutchins, F. A., Secy. F. L. Commission, Madison, Wis.
- Hutson, Cecilia M., Ln. West Side Branch, P. L., Cleveland, Ohio.
- Iles, George, Member A. L. A. Publishing Board, N. Y. City.
- Isbister, Jennie E., As. P. L., Cleveland, Ohio.
- \*Isom, Mary F., Student Pratt Institute L. Sch., Brooklyn.
- \*Jackman, Ida L., Elgin, Ill.
- \*Jackson, Annie B., Tr. P. L. North Adams, Mass.
- Jackson, G: A., Ln. General Theological L., Boston.
- \*James, Hannah P., Ln. Osterhout F. L., Wilkes-Barré, Pa.
- James, M. S. R., Library Bureau, Boston.
- \*James, W: J., Ln. Wesleyan Univ., Middletown, Ct.
- Jaquith, A. B., Woodstock, Vt.
- Jaquith, Mrs. O. B., Ln. Norman Williams P. L., Woodstock, Vt.
- \*Jenks, Rev. H: F., Tr. P. L., Canton, Mass.
- \*Jenks, Mrs. H: F., Canton, Mass.
- Jennings, Judson T., Sub. In. reference, State L., Albany, N. Y.
- Jermain, Mrs. F. D., Ln. P. L., Toledo, Ohio.
- \*Johnson, Delle, Sioux City, Iowa.
- \*Jones, Rev. A. E., s.j., St. Mary's College, Montreal.
- \*Jones, Gardner M., Ln. P. L., Salem, Mass.
- \*Jones, Mrs. Gardner M., Salem, Mass.
- Judd, L: S., As. In. P. L., N. Y. City.
- Keefer, Jessie G., As. P. L., Scranton, Pa.
- Kelso, Tessa L., rep. Baker & Taylor Co., N. Y. City.
- \*King, Ellen, As. In. P. L., Germantown, Pa.
- \*Kirkland, Marian P., Ln. Cary L., Lexington, Mass.
- \*Kite, Agnes C., Ln. West Phila. Branch, F. L., Philadelphia.
- \*Knowles, Ellen F., As. Boston Athenæum, Boston.
- \*Koopman, Harry L., Ln. Brown Univ., Providence, R. I.
- Koster, Caroline L., Student Pratt Institute L. Sch., Brooklyn.
- \*Kroeger, Alice B., Ln. Drexel Institute, Philadelphia.
- Lambert, Cecilia C., Ln. P. L., Passaic, N. J.
- Lambert, Clara, England.
- \*Lane, W. C., Ln. Harvard Coll., Cambridge, Mass.

- Langton, J. F., As. In. P. L., St. Louis, Mo.  
 Larned, J. N., Buffalo, N. Y.  
 Learmont, Mrs. J. B., Montreal.  
 \*Leavitt, Charlotte D., Ln. McClymonds L., Massillon, Ohio.  
 \*LeCrone, Anna L., Ln. P. L., Champaign, Ill.  
 Lee, H. T. J., Tr. P. L., Toronto, Ont.  
 Leeper, Rosa M., Ln. Carnegie L., Dallas, Texas.  
 Lemcke, Ernst, Bookseller, N. Y. City.  
 \*Leonard, Grace F., As. Providence Athenæum, Providence, R. I.  
 \*Lindsay, Mary B., Ln. F. P. L., Evanston, Ill.  
 Little, G. T., Ln. Bowdoin Coll., Brunswick, Me.  
 \*Lord, Isabel Ely, Ln. Bryn Mawr Coll., Bryn Mawr, Pa.  
 Loring, Atherton, Library Bureau, Boston.  
 Luce, Cyrus G., Pres. P. L. Commission, Lansing, Mich.  
 McCabe, Margaret B., Cataloger P. L., Buffalo, N. Y.  
 McCaine, Mrs. Helen J., Ln. P. L., St. Paul, Minn.  
 McCaine, W., St. Paul, Minn.  
 \*McCrory, Harriette L., Ln. F. P. L., Cedar Rapids, Ia.  
 \*McDaniel, Arthur S., As. Harvard Coll. L., Cambridge, Mass.  
 \*MacDonald, Katharine I., F. L. Commission, Madison, Wis.  
 \*McGuffey, Margaret D., Chief of issue dept., P. L., Boston.  
 \*Mackay, Margaret S., As. McGill Univ. L., Montreal.  
 McLachlan, Robert W., Curator Chateau de Ramezay, Montreal.  
 McLennan, Mrs. F., rep. National Council of Women, Montreal.  
 \*Macomber, Miss M. E., Ln. Kellogg-Hubbard L., Montpelier, Vt.  
 \*Macurdy, Theodosia E., Chief of ordering dept., P. L., Boston.  
 Malcouronne, E. F., Ln. and Secy. Fraser Institute, Montreal.  
 Maltby, Mrs. Silas B., Student Pratt Institute L. Sch., Brooklyn.  
 \*Manchester, Bessie F., Secy. to In. P. L., Detroit, Mich.  
 Mann, Margaret, Instructor Illinois State L. Sch., Champaign, Ill.  
 \*Marsh, Alice F., Dedham, Mass.  
 \*Marsh, Louise T., As. P. L., Dedham, Mass.  
 Martel, C., As. Cataloging division, Library of Congress, Washington.  
 Martin, May C., As. In. P. L., Utica, N. Y.  
 Mathews, Mary, Student N. Y. State L. Sch., Albany, N. Y.  
 \*Mattison, Olivia M., As. Northwestern Univ. L., Evanston, Ill.  
 \*Medlicott, Mary, Ref. In. City L., Springfield, Mass.  
 \*Merrill, Bertha H., Consulting In. P. L. Calumet & Hecla Mining Co., Calumet, Mich.  
 Merritt, Leslie, Student Pratt Institute L. Sch., Brooklyn.  
 Mery, Sophie, As. In. P. L., Toledo, Ohio.  
 \*Metcalf, Ada G., Providence, R. I.  
 \*Metcalf, Anna, Ref. In. Brown Univ., Providence, R. I.  
 Michelbacher, Adèle, Mgr. L. dept. Harper & Bros. N. Y. City.  
 \*Middleton, Jean Y., Ln. Apprentices L., Philadelphia.  
 Mills, G. C., Newark, N. J.  
 \*Mitchell, Tryphena, Ln. Vaughn L., Ashland, Wis.  
 \*Montgomery, T. L., Ln. Wagner F. Institute of Sci., Tr. F. L., Philadelphia.  
 \*Moore, Annie C., Children's In. Pratt Institute F. L., Brooklyn.  
 Mott, H., As. In. McGill Univ., Montreal.  
 \*Moulton, J. G., Ln. P. L., Haverhill, Mass.  
 Mundy, Ezekiel W., Ln. Central L., Syracuse, N. Y.  
 \*Muse, Jessie, Atlanta, Ga.  
 \*Myler, Mary, Ln. P. L. Branch, Detroit, Mich.  
 \*Nelson, Mrs. Sara C. Engle, Philadelphia.  
 \*Newberry, Lizzie H., East Granby, Ct.  
 \*Newell, Etta M., As. In. Dartmouth Coll., Hanover, N. H.  
 Norris, Alfred E., Library Bureau, Boston.  
 \*Nyce, Mrs. Theodora G., As. West Phila. Branch F. L., Philadelphia.  
 \*O'Brien, Margaret A., As. In. P. L., Omaha, Neb.  
 O'Brien, Richard, Chairman Board of Commissioners F. P. L., St. John, N. B.  
 Odell, Helen P., Ln. P. L. Branch, Brooklyn.  
 \*Osborn, Lyman P., Ln. Peabody Institute L., Peabody, Mass.  
 \*Osborn, Mrs. Lyman P., Peabody, Mass.  
 \*Palmer, Bertha, Ln. Brearly Sch., N. Y. City.  
 \*Palmer, Mrs. Frederic, Andover, Mass.  
 Paoli, Mrs. Minnie B., As. P. L., Cleveland, O.  
 Parker, Mrs. G. W., Norwalk, Ohio.  
 Parker, H. W., Ln. Mechanics' Institute, N. Y. City.  
 Parker, Phebe, Ln. Sage L., West Bay City, Mich.  
 Patten, Frank C., Ex-In., Cambridge, Mass.  
 \*Patten, Katharine, Art as. P. L., Minneapolis, Minn.  
 Peck, A. L., Ln. F. L., Gloversville, N. Y.  
 \*Peoples, W. T., Ln. Mercantile L., N. Y. City.  
 \*Perry, Lucy W., Student Pratt Institute L. Sch., Brooklyn.  
 \*Plimsoil, Ellen J., As. McGill Univ. L., Montreal.  
 Plummer, Mary W., Director Pratt Institute F. L., Brooklyn.  
 Poirier, Lydia M., Ln. F. P. L., Duluth, Minn.  
 \*Poland, Myra, As. In. Osterhout F. L., Wilkes-Barre, Pa.  
 \*Poole, Franklin O., As. Boston Athenæum, Boston.  
 Pond, Elizabeth M., Ln. F. L., Belfast, Me.  
 Power, Effie L., As. P. L., Cleveland, O.  
 \*Putnam, Anna M., As. City L., Springfield, Mass.  
 \*Quimby, Cora A., Ln. P. L., Winchester, Mass.  
 \*Quimby, Edna Josephine, Winchester, Mass.

- \*Rabardy, Etta L., As. Boston Athenæum, Boston.
- \*Rankin, Julia T., Cataloger, Carnegie L., Atlanta, Ga.
- Renaud, Mrs., As. Frazer Institute, Montreal.
- Resor, Mrs. J. H., Ln. Parlin L., Canton, Ill.
- Rezner, Adaline T., As. P. L., Cleveland, Ohio.
- Rhys-Roberts, E. A., Ln. Canada Soc. of Civil Engineers, Montreal.
- Richardson, Ernest C., Ln. Princeton Univ. L., Princeton, N. J.
- Richardson, Mary A., Ln. P. L., New London, Ct.
- Richmond, H. A., ex-Pres. Buffalo L., Buffalo, N. Y.
- Ridell, F. R., As. mgr. Art Metal Construction Co., Jamestown, N. Y.
- \*Ridgeway, Edith, Chief cataloger of branches, F. L., Philadelphia.
- \*Robbins, Mary E., Cataloger P. L., Billerica, Mass.
- Robinson, Mabel F., Student Pratt Institute L. Sch., Brooklyn.
- \*Root, Mrs. Mary E., Children's In. P. L., Providence, R. I.
- Rose, Grace D., Cataloger P. L., Buffalo, N. Y.
- Rowell, J. C., Ln. Univ. of California, Berkeley, Cal.
- Rowell, Mrs. J. C., Berkeley, Cal.
- \*Sanders, Mrs. M. A., Ln. F. P. L., Pawtucket, R. I.
- \*Sargent, Abby L., Ref. In. P. L., Medford, Mass.
- \*Sargent, Mary E., Ln. P. L., Medford, Mass.
- Scrimger, John, Hon. In. Presbyterian Coll., Montreal.
- \*See, Cornelia A., Ln. F. P. L., New Brunswick, N. J.
- \*Sharp, Katharine L., Ln. Univ. of Illinois, Urbana, Ill.
- \*Shaw, Bertha M., Ln. Maclure L., Pittsford, Vt.
- \*Sheffield, Mrs. Gertrude P., Children's room, P. L., Boston.
- Simon, Hermione A., As. P. L., Cleveland, Ohio.
- \*Smith, Bessie S., Ln. Harlem L., N. Y. City.
- Smith Laura, Cataloger P. L., Cincinnati, Ohio.
- \*Smith, May Frances, As. In. Colgate Univ., Hamilton, N. Y.
- \*Snow, Josephine E., Milford, N. H.
- \*Sornborger, Harriet B., As. In. Bancroft Mem. L., Hopedale, Mass.
- Soule, C. C., Tr. A. L. A. Endowment fund, Boston.
- \*Southworth, Myra F., Ln. P. L., Keene, N. H.
- \*Spear, Lois, As. P. L., Minneapolis, Minn.
- Spencer, Mrs. M. C., Ln. State L., Lansing, Mich.
- Spofford, A. R., Chief as. In. Liby. of Congress, Washington.
- \*Steiner, Bernard C., Ln. Enoch Pratt F. L., Baltimore, Md.
- Stetson, Willis K., Ln. F. P. L., New Haven, Ct.
- \*Stevens, Mrs. Alice F., Cataloger Liby. of Congress, Washington.
- \*Stevens, Olive E., Boone, Ia.
- Stevens, W. F., Ln. Rail Road Branch Y. M. C. A., N. Y. City.
- Stewart, Miss M., As. Mechanics' Institute, Montreal.
- \*Stewart, Rose G., Chief cataloger F. L., Philadelphia.
- \*Stikeman, G., N. Y.
- \*Stikeman, Mrs. G., Ramsay, N. J.
- \*Stockwell, G., Ln. Westfield Athenæum, Westfield, Mass.
- \*Stone, W. C., As. City L., Springfield, Mass.
- \*Stuart, Mrs. C. B., Lafayette, Ind.
- \*Stuart, W. H., Bookseller, Philadelphia.
- \*Stuart, Mrs. W. H., Philadelphia.
- Swan, Mrs. E. M., Pres. L. Assoc. Swan L., Albion, N. Y.
- \*Temple, Mabel, Ln. P. L., North Adams, Mass.
- \*Tenney, Hattie E., Secy. and Treas. Y. W. C. A., Montreal.
- Thibodeau, Mme. J. R., rep. National Council of Women, Montreal.
- Thomas, Edith, Student McGill Univ. L., Montreal.
- \*Thomson, Frances D., Student Pratt Institute L. Sch., Brooklyn.
- \*Thomson, O. R. Howard, As. In. in charge Wagner Branch F. L., Philadelphia.
- \*Thorne, Elizabeth G., Ln. F. L., Port Jervis, N. Y.
- \*Thurston, Elizabeth P., Ln. P. L., Newton, Mass.
- \*Thwaites, Reuben G., Sec. and Supt. State Hist. Soc., Madison, Wis.
- \*Tillinghast, W. H., As. In. Harvard Coll., Cambridge, Mass.
- \*Tillinghast, Mrs. W. H., Cambridge, Mass.
- Titcomb, Mary L., Vermont L. commission, Rutland, Vt.
- \*Tobitt, Edith, Ln. P. L., Omaha, Neb.
- \*Tolman, Harriet S., Supervisor F. L., Ooster-ville.
- \*Tracy, Dorcas, As. Forbes L., Northampton, Mass.
- \*Trube, Bertha, Student Pratt Institute L. Sch., Brooklyn.
- \*Trusdell, Mrs. E. H., As. In. F. P. L., New Haven, Ct.
- Tutt, Helen, Cataloger, P. L., St. Louis, Mo.
- \*Tyler, Alice S., Cataloger, P. L., Cleveland, Ohio.
- Underhill, Adelaide, Ref. In. Vassar Coll., Poughkeepsie, N. Y.
- \*Underhill, Caroline M., Ln. P. L., Utica, N. Y.
- \*Utley, H. M., Ln. P. L., Detroit, Mich.
- \*Utley, Mrs. H. M., Detroit, Mich.
- Van Allen, Edith, Albany, N. Y.
- Van Duzee, E. P., Ln. Grosvenor L., Buffalo, N. Y.
- \*Van Hoevenberg, Alma R., Ln. Washington Heights L., N. Y. City.
- \*Van Hoevenberg, Elizabeth, Ln. Ferguson L., Stamford, Ct.
- \*Vane, Martha, Cataloger, State L., Albany, N. Y.
- Virgin, E. H., Student N. Y. State L. Sch., Albany, N. Y.

- Wagner, Ella E., Ln. High Sch., Chatham, N. Y.  
 Wagner, Sula, Chief cataloger P. L., St. Louis, Mo.  
 \*Wait, Marie F., As. P. L., N. Y. City.  
 Walker, James, Tr. P. L., Westmount, Canada.  
 Wallace, Anna M., As. Cathedral F. Circ. L., N. Y. City.  
 \*Wallace, Anne, Ln. Carnegie L., Atlanta, Ga.  
 \*Wallace, Helen M., Macalester Coll., St. Paul, Minn.  
 Ward, Langdon L., Supervisor of branches, P. L., Boston.  
 Warren, Irene, Ln. Chicago Institute, Chicago.  
 Waterman, Lucy D., Ln. N. Y. Law Sch., N. Y. City.  
 Watson, W. R., As. ln. Carnegie L., Pittsburgh, Pa.  
 \*Wellman, Hiller C., Ln. P. L., Brookline, Mass.  
 Welsh, Robert G., rep. Charles Scribner's Sons, N. Y. City.  
 †Wheeler, Anna, Albany, N. Y.  
 \*Wheeler, Martha T., Annotator, State L., Albany, N. Y.  
 \*White, Alice G., Cataloger Thomas Crane P. L., Quincy, Mass.  
 \*White, Mrs. Margaret H., N. Y. City.  
 Whitney, H. M., Ln. Blackstone L., Branford, Ct.  
 Whitney, J. L., Ln. P. L., Boston.  
 Whitney, Solon F., Ln. P. L., Watertown, Mass.  
 Wicoff, S. L., Tr. P. L., Sidney, Ohio.  
 Wicoff, Mrs. S. L., Sidney, Ohio.  
 \*Wildman, Bertha S., Ln. P. L., Madison, N. J.  
 Willard, Elisa May, Ref. ln. Carnegie L., Pittsburgh, Pa.  
 \*Willey, Laura S., Springfield, Mass.  
 Williams, Hugh, As. Cataloging division, Liby. of Congress, Washington.  
 \*Williams, Lizzie A., Ln. P. L., Malden, Mass.  
 Wilson, Mary H., As. Central L., Syracuse, N. Y.  
 Wilson, Mary L., Ln. Library and Art Union, Sherbrooke, Quebec.  
 Winans, Euphemia, As. Astor L., N. Y. City.  
 \*Winchell, F. Mabel, Head as. Forbes L., Northampton, Mass.  
 Wing, Elizabeth R., As. ln. Univ. of Nebraska, Lincoln, Neb.  
 Wire, F. E., Ln. Grand Trunk L. and Scientific Institute, Montreal.  
 Wire, Dr. G. E., Deputy ln. Worcester Co. Law L., Worcester, Mass.  
 \*Wolf, Mrs. L. T., Philadelphia.  
 Wood, Harriet A., Cataloger P. L., Cincinnati, Ohio.  
 \*Wood, Mrs. Robert, Lowell, Mass.  
 \*Woodruff, Eleanor B., Reference ln. Pratt Institute F. L., Brooklyn.  
 \*Woodworth, Florence, Director's as. State L., Albany, N. Y.  
 Wright, C. E., Tr. State L., Concord, N. H.  
 Wright, C. E., Ln. P. L., Erie, Pa.  
 \*Zimmerman, Margaret E., As. John Crerar L., Chicago.

## ATTENDANCE SUMMARIES.

BY NINA E. BROWNE, *Registrar; Librarian of Library Bureau, Boston; Assistant Secretary, A. L. A. Publishing Board.*

## BY POSITION AND SEX.

	Men.	Women.	Total.
Trustees and commissioners.	17	6	23
Chief librarians.....	76	85	161
Assistants.....	27	128	155
Library Bureau, booksellers, etc.....	16	8	24
Library students.....	2	19	21
Others.....	8	63	71

Deduct those counted twice..

455

3

452

## BY GEOGRAPHICAL SECTIONS.

9 of the 9 No. Atlantic states sent.....	287
4 " 9 So. Atlantic states " .....	15
3 " 8 Gulf states " .....	3
8 " 8 Lake states " .....	100
1 " 8 Mountain states " .....	4
1 " 8 Pacific states " .....	2
Canada and England " .....	41

Total..... 452

## BY STATES.

Me.....	3	Tenn.....	1
N. H.....	6	Ky.....	1
Vt.....	10	Ohio.....	29
Mass.....	88	Ind.....	9
R. I.....	9	Ill.....	20
Ct.....	15	Mich.....	11
N. Y.....	112	Wis.....	8
Pa.....	33	Minn.....	11
N. J.....	11	Ia.....	7
Del.....	1	Mo.....	5
Md.....	1	Neb.....	4
D. C.....	10	Cal.....	2
Ga.....	3	Canada and Eng- land.....	41
Texas.....	1		

Total..... 452

The Post-conference trip was taken by 253 persons.



Z  
673  
A511  
copy 2

# **PAPERS AND PROCEEDINGS**

OF THE

**TWENTY-THIRD GENERAL MEETING**

OF THE

# **AMERICAN LIBRARY ASSOCIATION**

HELD AT

**WAUKESHA, WISCONSIN**

JULY 4-10

**1901**

PUBLISHED BY THE

**AMERICAN LIBRARY ASSOCIATION**

1901

## CONCLUSION

TITLE.	AUTHOR.	PAGE.
Address of the President	Henry J. Carr.	1
What may be done for libraries by the city.	T. L. Montgomery	5
What may be done for libraries by the state.	E. A. Birge	7
What may be done for libraries by the nation	Herbert Putnam	9
The trusteeship of literature—I.	George Iles	16
“ “ “ II.	R. T. Ely.	22
Book copyright	Thorvald Solberg	24
The relationship of publishers, booksellers and librarians.	W. Millard Palmer.	31
Library buildings	W. R. Eastman	38
The relationship of the architect to the librarian.	J. L. Mauran	43
The departmental library	J. T. Gerould	46
Suggestions for an annual list of American theses for the degree of doctor of philosophy	W. W. Bishop	50
Opportunities	Gratia Countryman	52
Some principles of book and picture selection.	G. E. Wire	54
Book reviews, book lists, and articles on children's reading: Are they of practical value to the children's librarian?	Caroline M. Hewins	57
Books for children:		
I. Fiction	Winifred L. Taylor.	63
II. Fairy tales	Abby L. Sargent	66
III. Science	Ella A. Holmes	69
Bulletin work for children	Charlotte E. Wallace	72
Reference work with children.	Harriet H. Stanley.	74
Vitalizing the relation between the library and the school:		
I. The school.	May L. Prentice	78
II. The library	Irene Warren	81
Opening a children's room	Clara W. Hunt	83
Report on gifts and bequests, 1900-1901	G. W. Cole	87
Report of the A. L. A. Publishing Board	J. Le Roy Harrison	103
Proceedings	By-laws	129
First Session: Public meeting.	Memorial to John Fiske	130
Second Session	Co-operative list of children's books	130
Secretary's report	Printed catalog cards	131
Treasurer's report and necrology	Book copyright.	131
Report of Trustees of Endowment Fund	Trusteeship of literature	131
Report of Co-operation Committee	Relationship of publishers, booksellers and librarians	134
Report of Committee on Foreign Documents.	Sixth Session	137-140
Report of Committee on Title-pages and Indexes of Periodical Volumes.	Relationship of publishers, booksellers and librarians, continued	137
Report of Committee on "International Catalogue of Scientific Literature"	Seventh Session	141-142
Memorial to John Fiske	Election of officers	141
Third Session	Report of Committee on Resolutions	141
Report of Committee on Public Documents	College and Reference Section	142-145
Report of Committee on Co-operation with N. E. A.	Catalog Section	146-162
Report of Committee on International Co-operation	Section for Children's Librarians	163-170
Report of Committee on Library Training.	Round Table Meeting: State Library Commissions and Traveling Libraries	171-183
Collection and cataloging of early newspapers. W. Beer	Round Table Meeting: Work of State Library Associations and Women's Clubs in Advancing Library Interests	183-195
Some principles of book and picture selection.	Trustees' Section	196
Fourth Session	Round Table Meeting: Professional Instruction in Bibliography	197-205
Some experiences in foreign libraries. Mary W. Plummer	Transactions of Council and Executive Board	206-208
From the reader's point of view, and the era of the placard. J. K. Hosmer	Elementary Institute	208
Fifth Session	Illinois State Library School Alumni Association	208
Report on gifts and bequests.	The social side of the Waukesha conference.	209
Report of A. L. A. Publishing Board	Julia T. Rankin	209
Invitation from L. A. U. K.	Officers and Committees	211
Report of Committee on Handbook of American libraries	Attendance register	212
	Attendance summaries. Nina E. Browne	212

# CONFERENCE OF LIBRARIANS.

WAUKESHA, WISCONSIN.

JULY 4-10, 1901.

BEING A LIBRARIAN: ADDRESS OF THE PRESIDENT.

BY HENRY J. CARR, *Librarian Scranton (Pa.) Public Library.*

IN your presence, and in addressing you to-night as presiding officer, I feel to a far greater extent than I can express in words the high honor that has been conferred in each instance upon all who from time to time have been chosen to serve as a president of this particular association.

There is in this present age, to be sure, no lack of those popular and peculiar entities termed associations—associations of many kinds, and for almost every conceivable purpose. Throughout the entire continent there exist few, perhaps none, whose history, objects, and work, have warranted a more justifiable pride in being a member thereof, than is found in being a member of the American Library Association.

It may here be said that conditions and circumstances have been favorable to the success of the A. L. A.; not the least of which has been the faithful loyalty of its individual members. We realize, too, that even time has dealt leniently with it, upon noting that of the 64 members who attended its first meeting, held at Philadelphia twenty-five years ago, but 18 have died, and that 20 persons are yet included in its membership list out of the 69 who joined the association in 1876, that initial year. Some of that original number, much to our gratification, are present with us at this 23d general meeting.

Considering its purely voluntary nature, the migratory holding of its successive meetings in different parts of the land, and the notable avoidance of fads, or any tendency towards selfish ends that might otherwise mark its united efforts, it becomes almost a matter of surprise that so many persons have unfalter-

ingly kept up their allegiance from year to year ever since the time of their joining the association. But, as a matter of fact, the A. L. A. has at no time fallen off in its total membership; and at this date it numbers nearly one thousand contributing members paying dues for the current year.

The American Library Association has now attained a period of twenty-five years in its history—a quarter of a century. During that time, in the addresses given at its general meetings, as well as in the multiplicity of noteworthy and valuable papers contributed to its Proceedings, and the sundry publications devoted to library interests, it would appear as if there must have been presented almost every conceivable phase of library thought and sentiment. Can anything new be said, or old ideas placed in a new light, so as to be worthy of hearing and attention at this time? I fear not, except as some lessons may be drawn from the experience of one's past work, perhaps, that shall serve to aid yet others who are to tread like paths in life.

I beg, therefore, that you will bear with me for a short space of time while I give expression to some thoughts drawn from the experience of myself and others while Being a Librarian.

Without now restricting their application to particular phases of librarianship, let us at the outset consider them as relating to any and all conditions of it as a vocation. "Why did you take up library work?" is a question not infrequently asked. To that query various answer may be given, according to the individual views of the persons replying. Perhaps one general reason, that in a certain way

has had its unconscious influence upon many of us, is best stated in the following characteristic passage from the "Book-hunter:"

"To every man of our Saxon race endowed with full health and strength, there is committed the custody of a restless demon, for which he is doomed to find ceaseless excitement, either in honest work, or some less profitable or more mischievous occupation. Countless have been the projects of man to open up for this fiend fields of exertion great enough for the absorption of its tireless energies, and none of them is more hopeful than the great world of books, if the demon is docile enough to be coaxed into it."

Since Burton's day the "great world of books" has taken on many phases of which he never dreamed. And we, as librarians, may reasonably believe that if not entirely a part and parcel of it, we are nevertheless called upon to deal with that "world" in almost every form, and are ourselves more or less important factors in it. We may not be called upon to adopt the "strenuous life," or seek to impart it to the conduct and activities of others. But necessarily we are and must be accustomed to "doing things"; and, by that very doing, will in some degree, each in our own field, inspire and influence others also.

Furthermore, do we not find *our* "restless demon of work" more agreeably inclined and contentedly occupied in the library field than in other lines of life which we may have previously entered into? I, for one, certainly think so, even though we may not have had that idea in mind at the outset, or when making the change. And, too, that we derive a certain feeling of encouragement akin to inspiration, that in itself renders *us* contented and happy, when responding to the varied demands on our time and energy that are entailed by our positions as librarians. That is half the battle, the rest being but a question of persistence in the application of means and ability.

Therefore, in the consoling words of one of Elbert Hubbard's salient sayings: "Blessed is that man who has found his work."

It is not the purpose of these present remarks to set forth particularly the compensations in a librarian's work; neither the advantages or disadvantages, the opportunities

or drawbacks therein. Those factors have all been frequently and well discussed in prior years, by some of our well-known associates and various contributors to library literature. I desire, rather, to suggest some features and relationships connected with our work as a profession, from which an occasional lesson may be taken, and possibly a word of encouragement, if such be needed.

First of all, is librarianship a profession? Does it possess the characteristics that make it such; and is that work more nearly professional than otherwise, which lies at its hands to be done? Some such queries were propounded to me by the president of a state library association one day last fall, as we were journeying together to an annual meeting. He, himself, had been a teacher and an educational administrator for a number of years before becoming a librarian; and of the recognized professional standing of his *former* occupation there could be no doubt.

My first, and off-hand, answer was to the effect that librarianship certainly has many professional features, even though its being a true and undoubted profession in every respect might be disputed now and then. Going further into this question of professional status, however, it will be found that the literature of views and discussions thereon, pro and con, is by no means small. For one of us to now express a doubt that librarianship, as a whole, is a profession, would be almost presumptuous; and I, for one, do not propose to do so. My thesis, so far as it relates to the present remarks, is in affirmation of the claim; not only that it is a profession—our profession—but really the profession of professions!

All other professions now depend to a considerable extent upon that of the librarian for the custodianship of their literature, without whose care much of it might be lost. We may not be able to transmit to future eras such enduring records of antiquity as has been done by the librarian of old in his collection of clay tablets (which now serve to tell us of the affairs of mankind as transacted thousands of years ago), but it is certain that we are doing our part towards making modern literature available in disseminating it, and in preserving it as far as lies in our power.

Cotemporaneous with the organization of this association Melvil Dewey made the following decided and well-supported assertion: "The time has at last come when a librarian, may, without assumption, speak of his occupation as a profession." I cite Mr. Dewey's words, not as necessarily conclusive, but because he has ever been an active and constant supporter of that doctrine in both his work as a librarian, as a noted stimulator of the library movement, and as an originator of professional instruction of other librarians. Similar enthusiastic and persistent efforts on the part of librarians generally may do much towards the furtherance of such features, and the consequent development of librarianship as a profession in all its aspects.

Let us now consider for a few moments some features of resemblance and diversity between the library profession and others quite as well or better known. It has been said that the library exists chiefly for the use of its patrons, and that the librarian is necessarily and essentially a servant. Therefore the librarian must, of equal necessity, earn a livelihood or receive compensation of some kind for his services. All of which, in the main, is true of the professions generally, as will be seen from a brief statement of circumstances.

Doctors, lawyers, accountants, engineers, artists, etc., are engaged by and receive pay from their respective clients. The clergy are supported by contributions of their church members or from denominational resources. Teachers in the public schools are paid from public taxes, while those of private schools, or endowed institutions, receive their compensation from various sources.

The clergy and teachers, as a rule, like most librarians, no matter how willing or how well qualified, are under the further necessity of obtaining a "call," or position, as a prerequisite to the exercise of their professional faculties. In that respect they are at a disadvantage in comparison with those practitioners in the other professions, already named, who can go to any locality, solicit clients and seek business opportunities, with reasonable assurance of obtaining both according to place and the circumstances of supply and demand.

In some of the professions, both the so-

called "learned" and the practical ones, there have been developed certain well recognized differentiations and specializations of professional work. Those lines have usually been taken up in response to what has seemed a reasonable demand for them; and in their exercise have not unfrequently brought both reputation and corresponding remuneration to the specialists.

Possibly the time has arrived for doing much more of that nature in the library profession than has yet been customary. And there are those among us, possessing a due amount of working experience coupled with knowledge of other and allied affairs, who might now do well to devote themselves to some special features of library enterprise as a matter of desirable business opportunity. Some from the library schools, and a few others, have gone out as "organizers," and found more or less of a field for the exercise of their limited special qualifications. The field ought to be a growing one, it would seem, if recourse to incompetent aid is carefully avoided.

But the offices of "consulting librarianship," while possessing many desirable and much needed features, do not appear to be practised as a specific function. Something of the kind has been urged in past years, to be sure, and several well-known librarians did undertake at different times to supply such services. Sooner or later, however, each one was persuaded into a more certain, or better compensated, and permanent, position of local librarianship, and thereupon abandoned that special line of work.

In this era of the establishment of so many new libraries, small and great, and of the gift of hundreds of buildings for such purposes, there is a decided need for the effective services which a consulting librarian might render; and this to a greater extent than is yet fully understood or appreciated. Lacking such, some librarians and more library trustees work too often at a disadvantage. Many more, too, are burdened with repeated calls for information which more properly ought to be obtained from an independent expert; one so situated as to take an unbiased view of circumstances and equally able to give advice best suited to the particular case in hand. Serious mistakes are sometimes made in the

preliminary details of new library enterprises that might be just as easily avoided by the employment of a competent and paid professional adviser.

Turning now to another side of our subject, and considering the relation of the individual librarians rather than of the profession as a class, a few words upon personal actions may not be out of place. A librarian's position is usually of a public or semi-public nature; ability for its duties is implied; and the compensation received is for present services as a rule, rather than as a reward of merit. In order that the library shall perform all that is expected of it, not only in being to some extent an ever-running machine but equally in respect to its recognized higher functions, there must be the application of watchful care, constant attention, foresight, and unremitting work. The direction of all of which, and perhaps much of its actual execution, must depend upon the person placed in charge of the institution as its librarian.

It is true that, having a well-trained body of assistants, a library may be able to run on for a time in the prolonged absence of, or when lacking, a chief; because impetus and the effects of past direction are not lost at once, provided that no demoralization has taken place. But it is not a safe policy to allow a library, or other working institution that depends largely upon the work of trained employees for its effectiveness, to go long at a time without the presence and oversight of an actual and capable head.

Yet it does not follow that the working hours of chief librarians should be absorbed in attending to innumerable and trivial items of detail which might be delegated to and done quite as well, or better, by their assistants. Not only is "genius a capacity for evading hard work," as has been said, but one of the proper duties of the executive of a library is to obtain the best results possible from the respective capacities of those through whom the library does its work. All of which should imply the exercise of a kindly and broad-minded disposition towards one's assistants, just as truly as of respect and obedience to one's superiors, or of courtesy and suavity in dealing with customers and the public. It may be only human for one to desire to be

that "king of his world," of whom Carlyle speaks; but any policy which reduces the assistants to mere machines is not a true professional one, since it tends to rob the library world of talent which is needed and, except for such repression, might be developed and brought forward.

On the other hand I might plead no less for corresponding loyalty and fidelity on the part of all library workers, both to their respective chiefs and the institutions that employ them. As a matter of fact, however, action of that kind is the prevailing practice in this country, with hardly an exception, and that phase needs no extended discussion. A chief is, of course, entitled to credit for acts done by subordinates at his direction and for which he is responsible. But chiefs, in turn, can well afford to give recognition to the ability and deeds of their assistants, and will seldom, if ever, lose by doing so.

There are one or two other features of librarianship which merit passing mention. Among them are what may be termed library succession, or the librarian's duty to his successor. Some few librarians "die in the harness"; while quite as many more change from one place to another at times. Occasionally they are succeeded by those who come new into the work; and, gaining experience, become a credit to the profession. Advancement of those trained in smaller libraries to places in larger ones, or from the position of assistant in a library to the head thereof, has also brought forward quite as many more of those whose progress we watch with cordial interest.

Although conscious of those facts, and of the inevitable changes and successions that must occur from year to year, do we recognize our duty to our successor? I have asked the question, but its consideration must be left to some future time and opportunity.

Impartiality in enforcing rules, and in dispensing the privileges of the library to all comers, should be deemed an important feature of librarianship, quite as essential to the welfare of the institution as to the professional success of the librarian. And this suggests a query, which has before now been raised, as to how far librarians should go in aiding persons who expect to use information

obtained at the library, solely for the furtherance of personal interests or for purposes of pecuniary profit. Impartial and confidential treatment of all readers and seekers, who come to the library after information, would appear to be the only safe practice and criterion, regardless of their particular motives. Care should be taken, of course, to assist them in gaining the desired information by means of their own study, and in their own way, rather than through the efforts of library employees applied to searching out the exact and final facts for them.

In conclusion, I would direct your attention very briefly to yet another side of librarianship which ought to have an occasional bearing so far as ethical principles may apply.

Since we regard librarianship as a profession it would seem that there must needs be some recognized principles of an ethical nature relating to it. Like many of our working methods, however, they must probably exist chiefly as "unwritten laws." It is always a difficult matter to put our ideals into words. They may be quite real to the sensibilities and yet hardly admit of being formulated. And, too, the evident contrast between the ideals aimed at, and the results attained, is often so great that one hesitates to say in so many words just what is his ideal.

Still there have been developed in the other

leading professions, those that are regarded as the most reputable and noteworthy, certain recognized principles which serve to guide their members in many ways. The full comprehension of such principles as an authoritative guide tends to a correct measurement of the real value of one's professional work. Likewise, while supplying certain ideals at the outset, they may aid in determining the lines of effort and action which will tend to elevate the profession itself and to the attainment of individual success in its pursuits.

Perhaps it is too soon in the history of so young a profession to expect very much in the nature of such formulations. To properly enumerate and determine the essential principles must call for the attention of many minds, working each in their own channel but aimed in the same general direction, until the final outcome shall be a fully developed and rounded code of library ethics which will thus be entitled to and gain well deserved recognition and observance.

If, in the views and various thoughts, which I have presumed to set forth at this time, such ideas as have a bearing on this last named topic shall serve as hints to spur on some abler and more philosophically versed person or persons to undertake the task, or serve as a ground upon which to build a foundation code, I shall be greatly pleased.

## WHAT MAY BE DONE FOR LIBRARIES BY THE CITY.

BY THOMAS L. MONTGOMERY, *Trustee Free Library of Philadelphia.*

WHEN, in the course of human events, it became necessary for our people to dissolve the political bonds which connected them with another, pretty much everything was declared a free and an inalienable right with the exception of the public library. Whether it would have escaped the attention of that founder of circulating libraries and everything else that is useful, had it not been a time of extraordinary pressure of business, or whether he purposely neglected it in the belief that a people that had expressed such lofty sentiments as to life, liberty and the pur-

suit of happiness might well be trusted to consider such matters in due time it is not our purpose to discuss. He does not hesitate to give credit to the libraries in his autobiography for making the common tradesmen and farmers as intelligent as most gentlemen in other countries, and for contributing in some degree to the stand so generally made throughout the colonies in defense of their privileges. It was not until about 1850 that the desirability of a city library was suggested to the City Council of Boston by Josiah Quincy, then mayor. The council cautiously Resolved,

"That it would accept any donation from citizens or others for the purpose of commencing a public city library and that whenever the library shall be of the value of \$30,000 it will be expedient for the city to provide a suitable place and arrangements to enable it to be used by the citizens with as great a degree of freedom as the security of the property will permit." In July, 1852, the trustees made a report "that in their opinion the finances of the city will not permit of the erecting of a building and the purchase of an ample library." They suggest "a moderate expenditure on the part of the city for the purchase of books and the compensation of a librarian." It was soon after this that Mr. Bates made his famous gift of \$50,000 worth of books "on condition that the city provide an adequate building which shall be an ornament to the city." A complete history of this institution would seem to be the best possible answer which could be made to the question before us. What can the city do for the free library. With a magnificent collection of 700,000 books, selected under the administration of some of the best men who have dignified our profession, and housed in the most expensive building ever erected by a city for such a purpose, it would appear that the citizen of Boston might rightly exclaim "*Si monumentum quaeris, circumspice.*"

The things that can be done by a city are innumerable; what it *ought* to do and what it *will* do are perhaps more easily dealt with. Thinking I might obtain some information on the subject I asked the question of the librarian of the Free Library of Philadelphia. He settled himself in his chair and assuming the tone of an oracle said that there were three things that the city should do for its library. 1. Provide an adequate appropriation for its maintenance; 2. Provide an extra appropriation for emergencies; and 3. Provide a special appropriation for some particular work which the librarian might be particularly interested in at the time. I asked several other prominent librarians the same question and their answers were to the same purport—namely, if the city could furnish sufficient money they felt themselves fully competent to build up an ideal institution.

We all know as a matter of fact that the

strong libraries of the country have been built up by other means than the mere appropriation of money by city councils, and it is not unreasonable to mention as the first of these the librarian. The city should see to it that this individual is a man (or woman) strong, intellectual and vigorous, without bumptiousness, which is often mistaken for vigor, and with those qualities which will procure for him respectful attention from even those who may be opposed to him. I have often heard addresses made before this Association bawling the fact that the city librarian had to deal with certain political elements which very much hampered him. I should regard this state of affairs as belonging to the time when the college president was necessarily a professor of moral philosophy whose duties consisted of receiving the senior class for one hour a week to discuss Whewell's "Elements." Such an officer must now be an active administrative power as well as an intellectual entity to at all meet the modern requirements, and in like manner the public librarian should deem it a privilege to meet the representatives of the city government and to have the opportunity of impressing the needs of his institution upon them. There is no better test of the capacity of the man for the great work in which he is engaged.

Speaking practically I would state that in the building up of the Philadelphia Free Library in which I have taken an active interest, the political elements have always responded most generously to our requests, and that the library has been more inconvenienced by the writings and personal influence of certain well-to-do-citizens upon whom the word "paternalism" has acted as a nightmare than by any difficulty with the city government.

While the city should provide means and a proper official to conduct the institution it should take much more care in the selection of the board of trustees than is usually the case. They should be representative men, who not only should be able to assist the librarian in the formation of an educational institution, but also be able to devote a considerable amount of time to matters relating to its policy. If the librarian is not a systematic business man, one of the board or a committee should be delegated to attend to the financial



affairs, as it is absolutely necessary that the accounts shall be at all times in as good condition as in the most punctilious business house.

I would also suggest that a certain modesty be observed in the carrying out of such work by a municipality. It is hard to think of anything that could be said for this proposition when the magnificent buildings of Boston, Chicago and Pittsburgh are taken into consideration; but I would respectfully submit that the feeling of unrest among the great army of industrial workers throughout the civilized world is growing. With the tremendous progress in science and industry these people are claiming that they can see no gain in the position of the common people. This discontent has manifested itself lately in the opposition of the labor organizations of certain towns to the munificent proposition made by one of the most conscientious men who has ever been numbered among the multimillionaires of the world. While it is not always wise to consider too seriously the socialistic murmurings of a few negative people, I submit that it is our duty to consider the effect produced upon the poorest and most scantily clad patron of our libraries.

It is necessary that the library should be

housed in a fireproof building as soon as possible, and the owners of valuable books will always choose such an institution for such gifts as they may make. I believe that the Boston Library has received donations equal to half the cost of the building since it has been housed in Copley square.

Finally, the city should insist that the library be an educational institution and not receive its appropriation for recreation mainly. The extraordinary demand for light fiction in public libraries has led to a very unsatisfactory condition of affairs, and it is not uncommon to find 300 copies of a new novel necessary to at all meet the demand. There is every indication that the public library will be furnished with a happy release from this call upon their resources by the institution of the Book Lovers' Library which has now extended its branches to all the important cities. If this system can be extended on good business principles, the happiness of public libraries would be complete notwithstanding the slight falling off in circulation that might follow.

The motto of every such institution should be: *Libri libere liberis*, which being freely translated, means: "A free people should have open shelves if possible."

## WHAT MAY BE DONE FOR LIBRARIES BY THE STATE.\*

By E. A. BIRGE, *President Board of Directors, Madison (Wis.) Public Library.*

THE relation of the state to libraries may be considered from three points of view. The first and oldest library function of the state has been the maintenance of a state library, usually begun for the convenience of the legislature and in many states enlarged into a general library. With this function has also gone the indirect support of libraries for historical and scientific societies, incorporated by the state and in some degree representing it. Much might be said on possible lines of work for the state in this direction, but as this function is the oldest and best understood, it may be named and passed without further discussion.

Second, the state holds a relation to the local libraries in communities which are supporting free libraries without aid from the state. The state aids these libraries by enacting proper laws for their organization. In general, the statutes should be such as will give the local library the best opportunity for organization, and will leave it when organized the largest amount of freedom in doing its work. The earlier library laws of the states have very generally contained the provision that, in order to establish a library in a community, the proposition must be accepted by a majority of the voters at an election. This provision has been found disadvantageous in Wisconsin, and was eliminated from our li-

\* Abstract.

brary law in 1897. Experience has shown that it is better to leave the establishment of a library, like other public works of necessity and utility, to the common council, or other representatives of the people in the larger towns and cities, rather than to commit the proposition to the chance of a general election.

The third function of the state with reference to libraries is that which may be called library extension. Here the state acts directly to aid in the establishment of libraries and the extension of library work in the communities which would otherwise lack libraries. The necessity for this work has become apparent to the more progressive states of the Union within recent years. The justification of this work lies in two main reasons. First, libraries continue for the older youth of the community and for adults the education which the state requires for children. It is neither fair nor right for the state to maintain a system of education which develops a love of knowledge and of reading, and then leave the community without the means for continuing in later youth the development begun in childhood. Second, it is known that the intellectual isolation of the rural communities is one of the main reasons for the much-lamented drift from the country into the cities, and it has been found that the establishment of libraries affords one of the most important means of bringing these small communities into intellectual touch with the world.

The states then which have undertaken this work of library extension have usually done so by means of the library commission. The first commission was established by Massachusetts in 1890. Seventeen states had established such commissions by the end of 1900—more than half of them in the two years preceding that date. I have no statistics regarding the establishment of such commissions in 1901. The work of these commissions may be either advisory or missionary, aiding in the establishment of libraries in the smaller communities which are able to establish and maintain them under the guidance and advice of the commission, and directly furnishing library facilities to the small-

est and weakest communities. In certain states direct state aid is given to the smaller libraries, notably in Massachusetts, where each town library established under the rules of the commission receives books to the amount of \$100. In some states aid is given in the purchase of books. The direct furnishing of libraries is done mainly by means of travelling libraries. So far as I can learn, these are now distributed by six states. The system has grown throughout the Union, in various manifestations, and its influence in bringing books to the communities that most lack and need them has been of the utmost value. This work is one of the greatest importance, and yet I believe it is one which will ultimately pass into the hands of the counties or smaller governmental bodies than the state.

Lastly, the commissions are aiding in the library work by the establishment of library schools. In Wisconsin a summer school for library training has been held for the past seven years, and represents a class of work which it seems important that each state should undertake, namely: the training of librarians for the smaller libraries in which the salaries paid are necessarily so small that the librarians cannot afford the expense of a complete course in library training. This instruction applies especially to persons already in charge of small libraries throughout the state, who have not had the opportunity to secure professional training for their work, and it is of great value in bringing them in touch with library effort and setting higher standards of purpose and efficiency. Experience has shown that in a two months' summer session instruction can be given of the greatest value to those who are to have charge of this class of libraries.

In this department of library extension which the states have been entering upon during the past decade lies the most important work which the state can undertake for libraries. The work of the library commissions means a systematic employment of the library as an educational and social factor in the progress of the people. This is the true mission of the library, and the most important function of the state lies in effectively aiding it to perform this work. •

## WHAT MAY BE DONE FOR LIBRARIES BY THE NATION.

BY HERBERT PUTNAM, *Librarian of Congress.*

YOU have had suggestions as to what may be done for libraries by the city and what by the state. Whatever is left over — if there is anything left over — I am to treat as something that may be done by the nation — the nation not as an aggregate of its parts, but as a unit, acting through its central authority. There is a disposition to contend that *everything* which may be more effectively or more economically done by a central authority for the larger area should be undertaken by that authority. I am not prepared to go so far. There may be a value in local effort that will repay its greater cost. But in an educational work which involves the accumulation of material some of which is exceedingly costly, only part of which is constantly in use, and little of which perishes by use; a work whose processes are capable of organization on a large scale and the application of co-operative effort: there must be certain undertakings which, relatively speaking, are possible only if assumed by a central authority. It is such undertakings, for the largest area, that I am asked to discover and set forth.

To do so involves consequences which may be inconvenient. For a possible service means a correlative duty. And as I myself to a degree represent here the central authority in question, whatever I state as a service appropriate for that authority, I shall have to admit as a duty in which I must share. I shall try to be candid. But under the circumstances I cannot be expected to be more than candid.

In some respects the Federal Government of the United States has already influenced the constitution, resources and service of our public libraries. It has enacted laws which, having for their primary purpose the protection of authors and publishers, benefit libraries by encouraging the manufacture of books soundly, substantially and honestly made. It has favored public libraries by exempting from tariff duty books imported for their use. It has encouraged the study of the classics by laying a penalty upon the general

importation of books less than twenty years old. In its executive capacity it is itself investigator, author, publisher, manufacturer, distributor, statistician, bibliographer, and librarian. It maintains at Washington, with a generosity not paralleled by any other government, bureaus for scientific research; it compiles, publishes, and freely distributes the results of this research. It is the greatest publisher in the world, and the largest manufacturer of books. In a single publication, repeated each year, it consumes over a million pounds of paper stock; and it maintains a bureau whose purpose is to replenish the forests which as publisher it thus depletes. It distributes gratuitously to the libraries of the United States each year over 300,000 volumes, embodying the results of its research, its legislative proceedings, and an account of its administrative activities. It maintains a bureau for the investigation of problems in education, for the accumulation and dissemination of information concerning the work of educational institutions; and it has included the public libraries of this country among such educational institutions. This bureau has issued three reports tabulating statistics concerning them, one also (in 1876) summarizing their history and two (in 1876 and in 1893) containing essays which embody the best contemporary opinion as to library equipment and methods. It has published as a document the A. L. A. list of best books to form the basis of a public library.

Through its bureau of documents it is seeking to index and adequately to exhibit its own publications, to facilitate their distribution to libraries and to afford to libraries as to federal documents a clearing house for duplicates.

All such services are obviously appropriate for the national authority and may doubtless be continued and extended. If the interchange of books among libraries is to be facilitated by special postal regulations this can be accomplished by the national authority alone.

But in the case of a state a service has been described which is to be rendered to local libraries by the library which the state itself owns and maintains. Now the federal government also owns and maintains libraries. What may be demanded of these? Certain precedents have already been established. The library of the Surgeon General's office—the most comprehensive in the world within its special field—sends its books to members of the medical profession throughout the United States, relieving just so much the burden upon local libraries; and it has issued a catalog which is not merely in form and method efficient, but is so nearly an exhibit of the entire literature of the medical sciences that it renders unnecessary duplication of cataloging and analytical work within the field which it covers. This catalog has conferred a general benefit not equalled by any bibliographic work within any other department of literature. It is perhaps the most eminent bibliographic work yet accomplished by any government. The cost of its mere publication—which is the cost chargeable to the general benefit—has already exceeded \$250,000.

But this library is but one of several collections maintained by the Federal Government; the aggregate of which is already nearly two million volumes. In each federal department and bureau there is a library. And there is a central collection which in itself is already the largest on the western hemisphere. It was created as a legislative library—for the use of both Houses of Congress. It is still called the Library of Congress. But it is now being referred to as something more. The government has erected for it a building which is the largest, most elaborate, and most costly yet erected for library purposes. The seven million dollars which it cost has been paid not by the District of Columbia, but by the country at large. No such sum would have been requisite for a building to serve Congress alone. It seems to intend a library that shall serve the country at large, if there is any such thing possible. In fact the library is already being referred to as the National Library of the United States. What does this mean? or rather, what *may* this mean? One naturally looks abroad—to the foremost of national libraries.

The British Museum is a huge repository of material. In scope it is universal. Its purpose is accumulation, preservation, and the aid of research by accredited persons, upon its own premises. Its service is purely responsive. It has printed catalogs of its own collections, but does not undertake bibliographic work general in nature, nor engage in co-operative bibliographic undertakings. It lends no books.

But I fear you will hardly be satisfied with the analogy. The British Museum, you will say, is placed in a city which is not merely the capital of the British Empire, but the metropolis; the literary metropolis also of the Anglo-Saxon race. The Library of Congress is at the capital of the United States. But this capital is not itself a metropolis. No student in Great Britain has to travel over 500 miles to reach the British Museum. A student in the United States may have to travel as much as 3000 miles to reach the Library of Congress. The area which supports the national library of Great Britain is but 100,000 square miles; that which supports the National Library of the United States is over 3,000,000 square miles. The conditions differ, and therefore, you will say, the obligation. If there is any way in which our National Library may "reach out" from Washington it should reach out. Its first duty is no doubt as a legislative library—to Congress. Its next is as a federal library to aid the executive and judicial departments of the government and the scientific undertakings under governmental auspices. Its next is to that general research which may be carried on at Washington by resident and visiting students and scholars: which in American history, political and social science, public administration, jurisprudence and international law is likely to make Washington its center, and which, under the auspices of the Washington Memorial Institution—that new project for post graduate study involving the use of the scientific collections and scientific experts at Washington—is likely to be organized in various branches of the natural and physical sciences as well. But this should not be the limit. There should be possible also a service to the country at large: a service to be extended through the libraries which are

the local centers of research involving the use of books. That claim may be made. Now what at Washington might be useful to these libraries?

(A lively imagination is not requisite.) Suppose there could be a collection of books universal in scope, as no local library with limited funds and limited space can hope to be: a collection that shall contain also particularly (1) original sources, (2) works of high importance for occasional reference, but whose cost to procure and maintain precludes their acquisition by a local library pressed to secure the material of ordinary and constant need, and (3) the "useless" books; books not costly to acquire, but of so little general concern as not to justify cataloging, space and care in each local library if only they are known to be preserved and accessible somewhere.

Such a collection must include also the general mass of books sought and held by local libraries—the books for the ordinary reader; the daily tools of research. Its maintenance will involve processes—of classification and cataloging—highly costly. Suppose the results of these processes could be made generally available, so as to save duplication of such expenditure upon identical material held by local libraries?

A collection universal in scope will afford opportunity for bibliographic work not equalled elsewhere. Such work centered there might advance the general interest with the least aggregate effort. The adequate interpretation of such a collection will involve the maintenance of a corps of specialists. Suppose these specialists could be available to answer inquiries from all parts of the country as to what material exists on any particular subject, where it is, how it may be had, how most effectively it may be used?

There are special collections already existent in various localities in the United States and likely to come into being through special local advantage or incentive, or the interest of private collectors, or private endowment—which cannot be duplicated at Washington. Suppose there could be at Washington a bibliographic statement of that which is peculiar to each of these collections; in brief, a catalog of the books in the United States—

not of every library, not of every copy of every book, but of every *book* available for an investigator?

There are various bibliographic undertakings which may be co-operative. Suppose there could be at Washington a central bureau—with approved methods, standard forms, adequate editorial capacity, and liberal facilities for publication—which could organize and co-ordinate this work among the libraries of the United States and represent them in such of it as—like the new Royal Society index—is to be international?

There is the exchange of material duplicated in one library, needed by another. Suppose there could be at Washington a bureau which would serve as a clearing house for miscellaneous duplicates as the Bureau of Documents serves for documents? It might accomplish much without handling a single article; it might, like a clearing house proper as it were, set debit against credit, *i. e.*, compare the deficiencies in one library with the surplus in another and communicate the results to the institutions interested. It might do this upon slip lists sent in by each—of duplicates and of particular deficiencies—in sets, for instance. One of my associates has been guilty of this very suggestion. It is likely to bring something upon his head. He may have his choice between live coals and the ashes of repentance.

Now those are some of the things which might be asserted as the duty of Washington to the country at large. I have touched them as lightly as possible: but there they are. And we may not be able to avoid them. Nay, we seem to be drifting toward them. To some of them we are apparently already committed.

There is the building: that in itself seems to commit us. There is equipment. There are books. As regards any national service the federal libraries should be one library. They contain nearly two million volumes. The Library of Congress contains net some 700,000 books and a half million other items. It has for increase (1) deposits under the copyright law, (2) documents acquired through distribution of the federal documents placed at its disposal for exchange—formerly 50 copies of each, now 100, (3) books and

society publications acquired by the Smithsonian through its exchanges, (4) miscellaneous gifts and exchanges, and, (5) purchases from appropriations. These have increased from \$10,000 a year prior to 1897 to \$70,000 for the year 1901-2.

Such resources are by no means omnipotent. No resources can make absolutely comprehensive a library starting its deliberate accumulations at the end of the 19th century. Too much material has already been absorbed into collections from which it will never emerge.

But universality in scope does not mean absolute comprehensiveness in detail. With its purchasing funds and other resources the Library of Congress bids fair to become the strongest collection in the United States in bibliography, in Americana (omitting the earliest), in political and social science, public administration, jurisprudence. If any American library can secure the documents which will exhibit completely legislation proposed and legislation enacted it should be able to. As depository of the library of the Smithsonian it will have the most important collection—perhaps in the world—of the transactions and proceedings of learned societies; and, adding its own exchanges and subscriptions, of serials in general. With theology it may not especially concern itself nor with philology to the degree appropriate to a university library. Medicine it will leave as a specialty to the library of the Surgeon-General's office, already pre-eminent, Geology to the library of the Geological Survey. Two extremes it may have to abstain from—so far as deliberate purchase is concerned: (1) the books merely popular, (2) the books merely curious. Of the first many will come to it through copyright; of the second many should come through gift. (Perhaps in time the public spirit of American collectors and donors may turn to it as the public spirit of the British turns to the National Library of Great Britain.) Original sources must come to it, if at all, chiefly by gift. Manuscript material relating to American history it has, however, bought, and will buy.

Otherwise, chiefly printed books. Of these, the useful books; of these again, the books useful rather for the establishment of the fact

than for the mere presentation of it—the books for the advancement of learning, rather than those for the mere diffusion of knowledge.

Lastly there is an organization. Instead of 42 persons, for all manner of service, there are now 261, irrespective of printers, binders, and the force attending to the care of the building itself.

The copyright work is set off and interferes no longer with the energies of the library proper. There is a separate division having to do with the acquisition of material, another—of 67 persons—to classify and catalog it. There are 42 persons attending to the ordinary service of the reading room as supplied from the stacks, and there are eight special divisions handling severally the current newspapers and periodicals, the documents, manuscripts, maps, music, prints, the scientific publications forming the Smithsonian deposit, and the books for the blind. There is a Division of Bibliography whose function is to assist in research too elaborate for the routine service of the reading room, to edit the library publications, and to represent the library in co-operative bibliographic undertakings. There is now within the building, besides a bindery, with a force of 45 employees, a printing office, with a force of 21. The allotment for printing and binding, in 1896 only \$15,000, is for the coming year \$90,000.

The immediate duty of this organization is near at hand. There is a huge arrear of work upon the existing collection—necessary for its effective use, and its intelligent growth. It must be newly classified throughout; and shelf listed. The old author slip catalog must be revised and reduced to print. There must be compiled a subject catalog, of which none now exists. Innumerable gaps—that which is crooked can be made straight, but that which is wanting cannot be numbered—innumerable gaps are to be ascertained and filled. A collection of reference books must be placed back at the Capitol, with suitable apparatus, to bring the library once more into touch with Congress and enable it to render the service to Congress which is its first duty. The other libraries of the District must be brought into association—not by gathering

their collections into the Library of Congress, but by co-ordinating processes and service. The Library of Congress as the center of the system can aid in this. It can strengthen each departmental library by relieving it of material not necessary to its special work. It can aid toward specialization in these departmental libraries by exhibiting present unnecessary duplication. (It is just issuing a union list of serials currently taken by the libraries of the District which has this very purpose.) It can very likely print the catalog cards for all the government libraries—incidentally securing uniformity, and a copy for its own use of each card—which in time will result in a complete statement within its own walls of the resources of every departmental library in Washington. It will supply to each such library a copy of every card which it prints of a book in its own collections relating to the work of the bureau which such library serves.

To reduce to order the present collection, incorporating the current accessions, to fill the most inconvenient gaps, to supply the most necessary apparatus in catalogs and to bring about a relation among the libraries of Washington which shall form them into an organic *system*: this work will of itself be a huge one. I have spoken of the equipment of the Library of Congress as elaborate, the force as large, and the appropriations as generous. All are so in contrast to antecedent conditions. In proportion to the work to be done, however, they are not merely not excessive, but in some respects far short of the need. To proceed beyond those immediate undertakings to projects of general service will require certain equipment, service, and funds not yet secured, and which can be secured only by a general effort. But the question is not what can be done, but what *may* be done—in due time, eventually.

A general distribution of the printed cards: That has been suggested. It was suggested a half century ago by the Federal Government through the Smithsonian Institution. Professor Jewett's proposal then was a central bureau to compile, print and distribute cards which might serve to local libraries as a catalog of their own collections. Such a project is now before this Association. It may

not be feasible: that is, it might not result in the economy which it suggests. It assumes a large number of books to be acquired, in the same editions, by many libraries, at the same time. In fact, the enthusiasm for the proposal at the Montreal meeting last year has resulted in but sixty subscriptions to the actual project.

It may not be feasible. But if such a scheme can be operated at all it may perhaps be operated most effectively through the library which for its own uses is cataloging and printing a card for every book currently copyrighted in the United States, and for a larger number of others than any other single institution. Such must be confessed of the Library of Congress. It is printing a card for every book currently copyrighted, for every other book currently added—for every book reached in re-classification—and thus in the end for every book in its collection. It is now printing, at the rate of over 200 titles a day—60,000 titles a year. The entry is an author entry, in form and type accepted by the committee on cataloging of the A. L. A. The cards are of the standard size—3 x 5 inches—of the best linen ledger stock. From 15 to 100 copies of each are now printed. It would be uncandid to say that such a number is necessary for the use of the library itself, or of the combined libraries at Washington. The usefulness of copies of them to any other library for incorporation in its catalogs must depend upon local conditions: the style, form, and size of its own cards, the number of books which it adds yearly, the proportion of these which are current, and other related matters. On these points we have sought statistics from 254 libraries. We have them from 202. With them we have samples of the cards in use by each, with a complete author entry. Having them we are in a position really to estimate the chances. I will not enter into details. Summarily, it appears that our cards might effect a great saving to certain libraries and some saving to others, and would entail a mere expense without benefit to the remainder—all of which is as might have been guessed.

The distribution suggested by Professor Jewett and proposed by the A. L. A. had in view a saving to the recipient library of cataloging and printing on its own account. It

assumed a subscription by each recipient to cover the cost of the extra stock and presswork. There is conceivable a distribution more limited in range, having another purpose. The national library wishes to get into touch with the local libraries which are centers for important research. It wishes the fullest information as to their contents; it may justifiably supply them with the fullest information as to its own contents. Suppose it should supply them with a copy of every card which it prints, getting in return a copy of every card which they print? I am obliged to disclose this suggestion: for such an exchange has already been begun. A copy of every card printed by the Library of Congress goes out to the New York Public Library: a copy of every card printed by the New York Public Library comes to the Library of Congress. In the new building of the New York Public Library there will be a section of the public card catalog designated The Catalog of the Library of Congress. It will contain at least every title in the Library of Congress not to be found in any library of the metropolis. In the Library of Congress a section of the great card catalog of American libraries outside the District will be a catalog of the New York Public Library.

I have here a letter from the librarian of Cornell University forwarding a resolution of the Library Council (composed in part of faculty members) which requests for the university library a set of these cards. Mr. Harris states that the purpose would be to fit up cases of drawers in the catalog room, which is freely accessible to any one desiring to consult bibliographical aids, and arrange the cards in alphabetical order by authors, thus making an author catalog of the set. He adds "The whole question has been rather carefully considered and the unanimous sense of the council was that the usefulness of the catalog to us would be well worth the cost of the cases, the space they would occupy, and the time it would take to arrange and keep in order the cards."

There is a limit to such a distribution. But I suspect that it will not stop with New York and Ithaca.

There is some expense attendant on it. There is the extra stock, the presswork, the

labor of sorting and despatching. No postage, however, for the Library of Congress has the franking privilege, in and out. The results however: one cannot deny them to be attractive. At Washington a statement of at least the distinctive contents of every great local collection. At each local center of research a statement of the distinctive contents of the national collection. An inquirer in Wisconsin writes to Washington: is such a book to be had in the United States; must he come to Washington for it, or to New York? — No, he will find it in Chicago at the Newberry or the Crerar.

If there can be such a thing as a bibliographic bureau for the United States, the Library of Congress is in a way to become one; to a degree, in fact, a bureau of information for the United States. Besides routine workers efficient as a body, it has already some expert bibliographers and within certain lines specialists. It has not a complete corps of these. It cannot have until Congress can be made to understand the need of them. Besides its own employees, however, it has within reach by telephone a multitude of experts. They are maintained by the very government which maintains it. They are learned men, efficient men, specially trained, willing to give freely of their special knowledge. They enter the government employ and remain there, not for the pecuniary compensation, which is shamefully meagre, but for the love of the work itself and for the opportunity for public service which it affords. Of these men, in the scientific bureaus at Washington, the National Library can take counsel: it can secure their aid to develop its collections and to answer inquiries of moment. This will be within the field of the natural and physical sciences. Meantime within its walls it possesses already excellent capacity for miscellaneous research, and special capacity for meeting inquiries in history and topography, in general literature, and in the special literature of economics, mathematics and physics. It has still Ainsworth Spofford and the other men, who with him, under extraordinary disadvantages, for thirty-five years made the library useful at the Capitol.

The library is already issuing publications in book form. In part these are catalogs of its



own contents; in part an exhibit of the more important material in existence on some subject of current interest, particularly, of course, in connection with national affairs. Even during the period of organization fifteen such lists have already been issued. They are distributed freely to libraries and even to individual inquirers.

But there may be something further. The distribution of cards which exhibit its own contents or save duplication of expense elsewhere, the publication of bibliographies which aid to research, expert service which in answer to inquiry points out the best sources and the most effective methods of research: all these may have their use. But how about the books themselves? Must the use of this great collection be limited to Washington? How many of the students who need some book in the Library of Congress—perhaps there alone—can come to Washington to consult it at the moment of need? A case is conceivable: a university professor at Madison or Berkeley or San Antonio, in connection with research important to scholarship, requires some volume in an unusual set. The set is not in the university library. It is too costly for that library to acquire for the infrequent need. The volume is in the National Library. It is not at the moment in use at Washington. The university library requests the loan of it. If the National Library is to be the national library—?

There might result some inconvenience. There would be also the peril of transit. Some volumes might be lost to posterity. But after all we are ourselves a posterity. Some respect is due to the ancestors who have saved for *our* use. And if one copy of a book possessed by the federal government and within reasonable limits subject to call by different institutions, might suffice for the entire United States—what does logic seem to require—and expediency—and the good of the greater number?

The Library of Congress is now primarily a reference library. But if there be any citizen who thinks that it should never lend a book—to another library—in aid of the higher research—when the book can be spared from Washington and is not a book within the proper duty of the local library to

supply—if there be any citizen who thinks that for the National Library to lend under these circumstances would be a misuse of its resources and, therefore, an abuse of trust—he had better speak quickly, or he may be too late. Precedents may be created which it would be awkward to ignore.

Really I have been speaking of the Library of Congress as if it were the only activity of the federal government of interest to libraries. That, however, is the fault of the topic. It was not what might be done for science, for literature, for the advance of learning, for the diffusion of knowledge. It was merely what might be done for *libraries*; as it were, not for the glory of God, but for the advancement of the church. We have confidence in the mission of libraries and consider anything in aid of it as good in itself.

Their most stimulating, most fruitful service must be the direct service. The service of the national authority must in large part be merely indirect. It can meet the reader at large only through the local authority. It can serve the great body of readers chiefly through the local libraries which meet them face to face, know their needs, supply their most ordinary needs. Its natural agent—we librarians at least must think this—is its own library—the library which if there is to be a national library not merely of, but *for* the United States—must be that library.

*Must become* such, I should have said. For we are not yet arrived. We cannot arrive until much preliminary work has been done, and much additional resource secured from Congress. We shall arrive the sooner in proportion as you who have in charge the municipal and collegiate libraries of the United States will urge upon Congress the advantage to the interests you represent, of undertakings such as I have described. To this point we have not asked your aid. In the equipment of the library, in the reconstruction of its service, in the addition of more expert service, in the improvement of immediate facilities, our appeal to Congress has been based on the work to be done near at hand. I have admitted to you the possibility of these other undertakings of more general concern. If they commend themselves to you as proper and useful—the appeal for them must be primarily your appeal.

## THE TRUSTEESHIP OF LITERATURE—I.

BY GEORGE ILES, *New York City.*

SIX months ago the curtain descended upon what is likely to be accounted the most memorable century in the annals of mankind. So salient are three of its characteristics that they challenge the eye of the most casual retrospection. First of all, we see that knowledge was increased at a pace beyond precedent, to be diffused throughout the world with a new thoroughness and fidelity. Next we must observe how republican government passed from the slender ties spun in the times of Washington, Jefferson and Adams, to the intimate and pervasive cords of to-day, when, as never before, the good of the bee is bound up with the welfare of the hive. Parallel with this political union of each and all there was a growth of free organization which, in every phase of life, has secured uncounted benefits which only joined hands may receive. Fresh torches of light fraternally borne from the centers of civilization to its circumference have tended to bring the arts and ideals of life everywhere to the level of the best. These distinctive features of the nineteenth century were in little evidence at its dawn, but they became more and more manifest with each succeeding decade. In American librarianship, as in many another sphere of labor, more was accomplished in the last quarter of the century than in the seventy-five preceding years.

It is as recently as 1852 that Boston opened the doors of the first free public library established in an American city. Its founders were convinced that what was good for the students at Harvard, the subscribers to the Athenæum, was good for everybody else. Literature, they felt, was a trust to be administered not for a few, but for the many, to be, indeed, hospitably proffered to all. To this hour, by a wise and generous responsiveness to its ever-growing duties, the Boston foundation remains a model of what a metropolitan library should be. As with the capital, so with the state; to-day Massachusetts is better provided with free public libraries than any

other commonwealth on the globe; only one in two hundred of her people are unserved by them, while within her borders the civic piety of her sons and daughters has reared more than six score library buildings. The library commission of the state is another model in its kind; its powers are in the main advisory, but when a struggling community desires to establish a library, and contributes to that end, the commission tenders judicious aid. The population of Massachusetts is chiefly urban, an exceptional case, for taking the Union as a whole, notwithstanding the constant drift to the cities, much more than half the people are still to be found in the country. For their behoof village libraries have appeared in thousands. Still more effective, because linked with one another, are the travelling libraries, inaugurated by Mr. Melvil Dewey in New York in 1893, and since adopted in many other states of the Union, and several provinces of Canada. All this registers how the democracy of letters has come to its own. Schools public and free ensure to the American child its birthright of instruction; libraries, also public and free, are rising to supplement that instruction, to yield the light and lift, the entertainment and stimulus that literature stands ready to bestow. The old-time librarian, who was content to be a mere custodian of books, has passed from the stage forever; in his stead we find an officer anxious that his store shall do all the people the utmost possible good. To that end he combines the zeal of the missionary with the address of a consummate man of business. Little children are invited to cheery rooms with kind and intelligent hospitality; teachers and pupils from the public schools are welcomed to classrooms where everything is gathered that the library can offer for their use; helpful bulletins and consecutive reading lists are issued for the home circle; every book, magazine and newspaper is bought, as far as feasible, with an eye to the special wants and interests of the community; infor-

mation desks are set up; and partnerships are formed with expositors of acknowledged merit, with museums of industry, of natural history, of the fine arts. Not the borrowers only, but the buyers of books are remembered. The Standard Library, brought together by Mr. W. E. Foster, in Providence, is a shining example in this regard.

The sense of trusteeship thus variously displayed has had a good many sources; let us confine our attention to one of them. During the past hundred years the treasure committed to the keeping of librarians has undergone enrichment without parallel in any preceding age. We have more and better books than ever before; they mean more than in any former time for right living and sound thinking. A rough and ready classification of literature, true enough in substance, divides it into books of power, of information, and of entertainment. Let us look at these three departments a little in detail. Restricting our purview to the English tongue, we find the honor roll of its literature lengthened by the names of Wordsworth, Tennyson and Matthew Arnold, Carlyle and Ruskin, Emerson and Lowell. And not only to authors such as these must our debt be acknowledged. We owe scholarly editors nearly as much. In Spedding's Bacon, the Shakesperean studies of Mr. Furniss, and the Chaucer of Professor Skeat, we have typical examples of services not enjoyed by any former age. To-day the supreme poets, seers and sages of all time are set before us in the clearest sunshine; their gold, refined from all admixture, is minted for a currency impossible before. In their original, unedited forms, the masterpieces of our language are now cheap enough to find their way to the lowliest cottage of the cross-roads.

It is not, however, in the field of literature pure and simple that the manna fell most abundantly during the past hundred years. Mr. Alfred Russel Wallace, the last of the great students who took all natural history for their province, declares that the advances in discovery, invention and generalization during the nineteenth century outweigh those of all preceding time. Admit this judgment, and at once is explained why the records and the spirit of science dominate the literature

of the last ten decades. And let us note that while books of knowledge have increased beyond measure, they have appeared with a helpfulness and with merits wholly new. For the first time in the history of letters, men and women of successful experience, of practised and skilful pens, write books which, placed in the hands of the people, enlighten their toil, diminish their drudgery, and sweeten their lives. Cross the threshold of the home and there is not a task, from choosing a carpet to rearing a baby, that has not been illuminated by at least one good woman of authority in her theme. On the heights of the literature of science we have a quality and distinction unknown before these later days. The modern war on evil and pain displays weapons of an edge and force of which our forefathers never dared to dream; its armies march forward not in ignorant hope, but with the assured expectation of victory. All this inspires leaders like Huxley, Spencer and Fiske with an eloquence, a power to convince and persuade, new in the annals of human expression and as characteristic of the nineteenth century as the English poetry of the sixteenth, in the glorious era of Elizabeth. The literature of knowledge is not only fuller and better than of old, it is more wisely employed. In the classroom, and when school days are done, we now understand how the printed page may best direct and piece out the work of the hand, the eye and the ear; not for a moment deluding ourselves with the notion that we have grasped truth merely because we can spell the word. To-day we first consider the lilies of the field, not the lilies of the printer; that done it is time enough to take up a formal treatise which will clarify and frame our knowledge. If a boy is by nature a mechanic, a book of the right sort shows him how to construct a simple steam engine or an electric motor. Is he an amateur photographer, other books, excellently illustrated, give him capital hints for work with his camera. It is in thus rounding out the circle which springs from the school desk that the public library justifies its equal claim to support from the public treasury.

In the third and last domain of letters, that of fiction, there is a veritable embarrassment of riches. During the three generations past

the art of story-telling culminated in works of all but Shakesperean depth and charm. We have only to recall Scott and Thackeray, Hawthorne, George Eliot and Thomas Hardy, to be reminded that an age of science may justly boast of novelists and romancers such as the world never knew before. No phase of life but has been limned with photographic fidelity, no realm of imagination but has been bodied forth as if by experience on fire, so that many a book which bears the name of fiction might well be labelled as essential truth. Within the past decade, however, the old veins have approached their bounds, while new lodes do not as yet appear. Of this the tokens are the eager sifting of the rubbish heap, the elaborate picturing of the abnormal and the gross. Pens unable to afford either delight or cheer have abundant capacity, often with evident malice, to strike the nerves of horror and of pain. If at the present hour high achievement in fiction is rare, if we hear more echoes than ever and fewer voices, quantity abounds to the point of surfeit. With an output in America alone of 616 works for 1900, all fears of famine may well be allayed.

The main fact of the situation then is that the librarian's trust has of late years undergone stupendous increase; this at once broadens his opportunities and adds to his burdens. Gold and silver, iron and lead, together with much dross, are commingled in a heap which rises every hour. Before a trust can be rightly and gainfully administered, its trustees must know in detail what it is that they guard, what its several items are worth, what they are good for. And let us remember that literature consists in but small part of metals which declare themselves to all men as gold or lead; much commoner are alloys of every conceivable degree of worth or worthlessness. There is plainly nothing for it but to have recourse to the crucibles of the professional assayer, it becomes necessary to add to the titles of our catalogs some responsible word as to what books are and what rank they occupy in an order of just precedence.

This task of a competent and candid appraisal of literature, as a necessity of its trusteeship, has been before the minds of this Association for a good many years. A notable step toward its accomplishment was taken

when Mr. Samuel S. Green, in 1879, allied himself with the teachers of Worcester, Massachusetts, that they and he together might select books for the public schools of that city. The work began and has proceeded upon comprehensive lines. Such literature has been chosen as may usefully and acceptably form part of the daily instruction, there is a liberal choice of books of entertainment and inspiration worthily to buttress and relieve the formal lessons. The whole work goes forward with intent to cultivate the taste, to widen the horizons, to elevate the impulses of the young reader. Mr. Green's methods, with the modifications needful in transplanting, have been adopted far and wide throughout the Union. Already they have borne fruit in heightening the standards of free choice when readers have passed from the school bench to the work-a-day world.

Thus thoughtfully to lay the foundation of the reading habit is a task beyond praise; upon a basis so sound it falls to our lot to rear, if we can, a worthy and durable superstructure. It is time that we passed from books for boys and girls to books for the youth, the man and the woman. And how amid the volume and variety of the accumulated literature of the ages shall we proceed? For light and comfort let us go back a little in the history of education, we shall there find a method substantially that of our friend, Mr. Green. Long before there were any free libraries at all, we had in America a small band of readers and learners who enjoyed unflinching pilotage in the sea of literature. These readers and learners were in the colleges, where the teachers from examination and comparison in the study, the class-room and the laboratory were able to say that such an author was the best in his field, that such another had useful chapters, and that a third was unreliable or superseded. While literature has been growing from much to more, this bench of judicature has been so enlarged as to keep steadily abreast of it. At Harvard there are twenty-six sub-libraries of astronomy, zoology, political economy, and so on; at hand are the teachers who can tell how the books may be used with most profit. Of the best critics of books in America the larger part are to be found at Harvard, at its sister

universities and colleges, at the technological institutes and art schools of our great cities. We see their signed reviews in such periodicals as the *Political Science Quarterly* and the *Physical Review*; or unsigned in journals of the stamp of the *Nation*. Fortunately, we can call upon reinforcements of this vanguard of criticism. It would be difficult to name a branch of learning, an art, a science, an exploration, from folk-lore to forestry, from psychical research to geological surveys, whose votaries are not to-day banded to promote the cause they have at heart. These organizations include not only the foremost teachers in the Union, but also their peers, outside the teaching profession, of equal authority in bringing literature to the balances. And the point for us is that these societies, through their publications and discussions, enable these laymen to be known for what they are. Because the American Historical Association is thus comprehensive, its membership has opened the door for an initial task of appraisal, important in itself and significant for the future.

Drawing his two score contributors almost wholly from that Association, Mr. J. N. Larned, of Buffalo, an honored leader of ours, has, without fee or reward, acted as chief editor of an annotated Bibliography of American History. The work is now passing through the composing room of Houghton, Mifflin & Co., of Boston; its contributors include professors of history at Bowdoin, Bryn Mawr, Columbia, Harvard, McGill, Toronto, Tulane and Yale, as well as the Universities of Michigan, Wisconsin and Chicago; our own Association is worthily represented by Messrs. James Bain, Clarence S. Brigham, V. L. Collins, W. E. Foster, J. K. Hosmer, E. C. Richardson and R. G. Thwaites. As a rule the notes are signed. Where for any reason a book demanding notice could not be allotted to a contributor, Mr. Larned has quoted the fairest review he could find in print. He has included not only good books, but such other works as have found an acceptance they do not deserve. All told his pages will offer us about 3400 titles; a syllabus of the sources of American history is prefixed by Mr. Paul Leicester Ford; as an appendix will appear a feature also of great value. In their "Guide

to American history," published in 1896, Professors Channing and Hart, of Harvard University, recommended such collections of books as may be had for \$5, \$10, \$20, \$50 or \$100. Professor Channing is kind enough to say that he will revise these lists and bring them down to date as a contribution to Mr. Larned's work. Professor Channing may, we trust, name the books in each collection in the order in which they may be most gainfully read.

In times past our bibliographies have begun to need enlargement the moment they left the bindery; in the present case that need is for the first time to be supplied. Mr. Larned's titles come to the close of 1899; beyond that period current literature is to be chosen from and appraised with the editorship of Philip P. Wells, librarian of the Yale Law Library, who will issue his series in card form. We hope that he may be ready with his cards for 1900 at the time that Mr. Larned's book appears. Thereafter Mr. Wells' series will probably be published quarter by quarter. Beginning with 1897, Mr. W. Dawson Johnston, now of the Library of Congress, has edited for us a series of annotated cards dealing with the contemporary literature of English history. Both the form and substance of his series are capital. In so far as his cards go directly into catalog cases, where readers and students must of necessity see them, they render the utmost possible aid. If subscribers in sufficient array come forward, Mr. Larned's book may be remolded for issue in similar card form, with a like opportunity for service in catalog cases. In the Cleveland Public Library and its branches useful notes are pasted within the lids of a good many volumes. It is well thus to put immediately under the reader's eye the word which points him directly to his goal, or prevents him wasting time in wanderings of little value or no value at all.

With Mr. Larned's achievement a new chapter is opened in American librarianship; he breaks a path which should be followed up with a discernment and patience emulous of his example. If the whole working round of our literature were sifted and labelled after his method, the worth of that literature, because clearly brought into evidence, might well be doubled at least. Every increase in the

availability of our books, every removal of fences, every setting-up of guide-posts, has had a heartening public response. So it will be if we proceed with this effort to bring together the seekers and the knowers, to obtain the best available judgments for the behoof of readers and students everywhere. Economics and politics, so closely interwoven with American history, might well afford the second field for appraisal. A good many libraries still find aid in the "Reader's guide" in this department, although it appeared as long ago as 1891. Next might follow the literature of the sciences pure and applied, together with the useful arts. Among useful arts those of the household might well have the lead, for we must not be academic, or ever lose sight of the duties nearest at hand to the great body of the plain people. Mr. Sturgis and Mr. Krehbiel, in 1897, did an excellent piece of work for us in their "Bibliography of the fine arts"; their guide might profitably be revised and enlarged in its several divisions, not omitting the introductory paragraphs which make the book unique in its class. These tasks well in hand, we might come to such accessions of strength and insight as to nerve us for labors of wider range and greater difficulty, where personal equations may baffle even the highest court of appeal, where it is opinion rather than fact that is brought to the scales. I refer to the debatable ground of ethics, philosophy and theology; and, at the other pole of letters, to the vast stretches of fiction and belles lettres in our own and foreign tongues. With regard to fiction and belles lettres, one of Mr. Larned's methods has a hint for us. In some cases he has found it best to quote Mr. Francis Parkman, Mr. Justin Winsor, or the pages of the *Nation*, the *Dial*, the *American Historical Review*, and similar trustworthy sources. With respect to novels and romances, essays and literary interpretation, it does not seem feasible to engage a special corps of reviewers. It may be a good plan to appoint judicious editors to give us composite photographs of what the critics best worth heeding have said in the responsible press.

It is in the preponderant circulation of fiction, and fiction for the most part of poor quality, that the critics of public libraries find

most warrant for attack. They point to the fact that many readers of this fiction are comparatively well-to-do, and are exempted by public taxation from supporting the subscription library and the bookseller. The difficulty has been met chiefly in two ways; by curtailing the supply of mediocre and trashy fiction; by exacting a small fee on issuing the novels brought for a season to a huge demand by advertising of a new address and prodigality. Appraisal, just and thorough, may be expected to render aid more important because radical instead of superficial. In the first place, the best books of recreation, now overlaid by new and inferior writing, can be brought into prominence; secondly, an emphasis, as persuasive as it can be made, ought to be placed upon the more solid stores of our literature. "Business," said Bagehot long ago, "is really more agreeable than pleasure; it interests the whole mind, the aggregate nature of man more continuously and deeply, but it does not look as if it did." Let it be our purpose to reveal what admirable substance underlies appearances not always seductive to the casual glance. Lowell and Matthew Arnold, Huxley and John Fiske, Lecky and Goldwin Smith are solid enough, yet with no lack of wit or humor to relieve their argument and elucidation. A New York publisher of wide experience estimates that the average American family, apart from school purchases, buys less than two books a year. Newspapers and magazines form the staple of the popular literary diet. What fills the newspapers is mainly news; their other departments of information are often extensive and admirable, but within the limits of the hastily penned paragraph or column they cannot rise to the completeness and quality of a book carefully written and faithfully revised. The plain fact is, and it behooves us to reckon with it, the average man, to whom we bear our credentials as missionaries, looks upon a book as having something biblical about it. To sit down deliberately and surrender himself to its chapters is a task he waves away with strangely mingled awe and dislike. So he misses the consecutive instruction, as delightful as profitable to an educated taste, which authors, publishers and librarians are ready and even anxious to impart.

We hear a good deal in these days about the need of recreation, and not a word more than is true, but let us remember that the best recreation may consist in a simple change of work. Behold the arduous toil of the city lawyer, or banker, as on a holiday tour he climbs a peak of the Alps or the Adirondacks, or wades the chilly streams of Scotland or Canada a salmon rod in his hands. Why does he undergo fatigues so severe? Partly because they are freely chosen, partly because they are fatigues of an unwonted and therefore refreshing kind. So in the field before us to-day. Truth is not only stranger than fiction, it is more fascinating when once its charms are recognized and entertained. Our public schools throughout the land prove that a true story of exploration, of invention or discovery, of heroism or adventure, has only to be well told to rivet a boy's attention as firmly as ever did Robinson Crusoe or Treasure Island. When readers take up from instinctive appetite, or wise incitement, the best books about flowers or birds, minerals or trees, an art, a science, a research, they come to joys in new knowledge, in judgments informed and corrected, unknown to the tipplers and toppers whose staple is the novel, good, bad and indifferent. And why, if we can help it, should public money ever be spent for aught but the public good?

With a new sense of what is implied in the trusteeship of literature, if we endeavor in the future to ally ourselves with the worthiest critics of books, we must bid good-bye to the temporary expedients which have cramped and burdened our initial labors. The work of the appraisal of literature requires a home, a Central Bureau, with a permanent and adequately paid staff of editors and assistants. The training of such a staff has already begun; in addition to the experience acquired by those enlisted in our present bibliographical tasks, instruction is now given in advanced bibliography at the New York State Library School at Albany, and doubtless also at other library schools. And at the Central Bureau, which we are bold enough to figure to ourselves, much more should be done than to bring books to the balances. At such a home, in New York, Washington, or elsewhere, every other task should proceed

which aims at furthering the good that literature can do all the people. There might be conducted the co-operative cataloging now fast taking form; there should be extended the series of useful tracts begun by that of Dr. G. E. Wire on "How to start a library," by Mr. F. A. Hutchins on "Travelling libraries." At such a center should be exhibited everything to inform the founder of a public library; everything to direct the legislator who would create a library commission on the soundest lines or recast library laws in the light of national experience; there, moreover, should be gathered everything to arouse and instruct the librarian who would bring his methods to the highest plane. Thence, too, should go forth the speakers and organizers intent upon awakening torpid communities to a sense of what they miss so long as they stand outside our ranks, or lag at the rear of our movement. In the fulness of time such a bureau might copy the Franklin Society, of Paris, and call into existence a needed book, to find within this Association a sale which, though small, would be adequate, because free from the advertising taxes of ordinary publishing. To found and endow such a bureau would undoubtedly cost a great deal, and where is the money to come from? We may, I think, expect it from the sources which have given us thousands of public libraries, great and small. Here is an opportunity for our friends, whether their surpluses be large or little. When a gift can be accompanied by personal aid and counsel, it comes enriched. It is much when a goodly gift provides a city with a library, it would be yet more if the donation were to establish and maintain an agency to lift libraries everywhere to the highest efficiency possible, to give literature for the first time its fullest acceptance, its utmost fruitage.

In a retrospective glance at nineteenth century science, Professor Haeckel has said that the hundred years before us are not likely to witness such victories as those which have signalized the era just at an end. Assume for a moment that his forecast is sound, and that it applies beyond the immediate bounds of science, what does it mean for librarianship? It simply reinforces what in any case is clear, namely, that it is high time that the truth and

beauty of literature known to the few made its way to all the people, for their enlightenment, consolation and delight. If the future battles of science are to be waged less strenuously than of yore, if scholarship has measurably exhausted its richest mines, let us give the broadest diffusion to the fruits of their triumphs past. In thus diffusing the leaven of culture the public library should take a leading, not a subordinate part. Its treasure is vaster and more precious than ever before. The world's literature grows

much like the world's stock of gold, every year's winning is added to the mass already heaped together at the year's first day. In the instruction, entertainment and inspiration of every man and woman there is a three-fold ministry, that of art, of science, and of letters. Because letters bring to public appreciation, to popular sympathy, both art and science, and this in addition to their own priceless argosies, may we not say that of art, science and letters, the greatest of these is letters?

## THE TRUSTEESHIP OF LITERATURE.—II.

BY RICHARD T. ELY, *Director School of Economics, University of Wisconsin.*

IT is my purpose to speak plainly and, if possible, forcibly, concerning what seems to me a grave menace to the progress of science, but in all that I shall say, I would have it understood that I have only the friendliest feelings personally for the gentleman who has brought forward what seem to me dangerous proposals. I appreciate his zeal for progress and his self-sacrificing efforts for human advancement in various directions, but I think that in this particular case—namely, the evaluation of literature, or the establishment of a judicature of letters, my friend is working against his own ideals.

I admit freely that the readers in our public libraries very generally need help in the selection of books, and that great assistance may be rendered them by judicious advice. Much time is wasted by those who read scientific and serious works which do not present the results of recent investigations: furthermore, as another consequence effort is misdirected and instead of producing beneficial results may do positive damage. The question may be asked: "Shall I read Adam Smith's 'Wealth of nations?'" I hear it mentioned as one of the great works in the world's history." Probably many a librarian has had this precise question asked him. In giving an affirmative answer it will be most helpful to offer a few words explaining the circumstances under which it appeared one hundred and twenty-five years ago, and its relation to

the subsequent development of economic schools and tendencies. Doubtless this work is frequently perused as if it were fresh from the press and were to be judged as a work appearing in 1901.

I further admit the harm which has come to individuals from the study of the so-called "crank" literature in economics and sociology, as well as in other branches of learning. Doubtless many a man is working vigorously in a wrong way and attempting to force society into false channels who might be doing a good work had his reading been well directed in a formative period.

But the magnitude of the interests involved in the proposal which greets us requires caution and conservatism in action. We must take a long, not a short, view of the matter, inquiring into remote and permanent results.

It is proposed, as I understand it, to have so-called expert opinions expressed concerning books, new and old; to secure as precise and definite estimates of their value as possible, and then by means of printed guides, and even card catalogs, to bring these opinions and evaluations before the readers in our libraries.

Let us reflect for a moment on what this implies. It means, first of all a judicial body of men from whom these estimates are to proceed. Have we such a body? Is it in the nature of things possible that we should have such a body? I say that so far as contem-



porary literature is concerned, the history of knowledge gives us a positive and conclusive negative answer—a most emphatic “No.” Let anyone who knows the circumstances and conditions under which reviews are prepared and published reflect on what the attempt to secure this evaluation of literature implies. Many of us know a great deal about these circumstances and conditions. We have written reviews, we have asked others to write reviews, and we have for years been in contact with a host of reviewers. We may in this connection first direct out attention to the general character of the periodicals from which quotations are frequently made in the evaluation of literature. I say nothing about my own view, but I simply express an opinion of many men whose judgment should have great weight when I say that one of the most brilliant of these periodicals has been marked by a narrow policy, having severe tests of orthodoxy along economic, social and political lines, and displaying a bitterness and vindictiveness reaching beyond the grave. I mention no names, and the opinion may or may not be a just one; but it should be carefully weighed whether or not, or to what extent, the evaluations of such a periodical ought to be crystallized as it were: that is, taken from the periodical press and made part of a working library apparatus, to last for years.

Another periodical, an able magazine, which makes much of reviews is under the control of a strong body of men, but they stand for scarcely more than one line of thought among many lines. And sometimes very sharp and very hard things are said about those who believe that scientific truth is moving along one of these other lines. Indeed, the discreet person, knowing personally the reviewer and the reviewed, will not be convinced that there is always in the reviews, here as elsewhere, an absence of personal animosity. Let us for a moment reflect on this personal element in reviews, as it has surely fallen under the notice of every man with wide experience in these matters. As a rule, the reviewers are comparatively young and inexperienced men, frequently zealous for some sect or faction. Sometimes great leaders of thought write reviews, but generally they are unable to find the time to do so. As a result in our reviews

in the best periodicals it will frequently be found that an inferior is passing judgment on a superior, and furthermore, reviewers share in our common human nature, and the amount of personal bias and even at times personal malignity found in reviews and estimates of books is something sad to contemplate. An unsuccessful candidate for a position held by an author has been known to initiate a scandalous and altogether malicious attack in a review.

In the next place, I would call your attention to the absence of objective standards. Necessarily are the standards personal and subjective; particularly and above all in economics, but in high degree in sociology, ethics and philosophy in general, and religion. Biological reviews have displayed in marked degree the subjective personal element. Chemistry, physics, astronomy and mathematics probably are best of all fitted for evaluations free from personal bias.

It may be asked what damage will result from evaluation. Passing over grave injustice to individuals, we observe that they must lead to the formation of what Bagehot aptly called a crust, preventing the free development of science. We have been laboring for years to obtain scientific freedom, freedom in teaching, freedom in learning, freedom in expression. For this end many a battle has been fought by noble leaders of thought. Indeed, every new movement of thought has to struggle to make itself felt, and to struggle precisely against those who control the most respectable avenues of publication; against the very ones who would be selected to give expert opinions and make evaluations of literature. Call to mind the opposition to Darwin and Huxley—although they were especially and particularly fortunate in early gaining the adherence of scientific men—also the opposition to Adam Smith, Malthus, Ricardo and John Stuart Mill—and to the last named, even now, some would on a scale of 100 give an evaluation perhaps of 50, others of 65—still others 80 and 90. Recently an economic book appeared of which one widely quoted periodical said that it illustrated a *reductio ad absurdum* of false tendencies, while another expert opinion inclined to place it among the great works of the age. It would seem

to me that if we are to have formal evaluations, they should at least be restricted to works which have been before the public for a period of fifty years.

We have in this proposal, as I take it, an attack on liberty, proceeding from one who would not willingly attack it, but illustrating the truth of the saying "Eternal vigilance is the price of liberty." It is proposed to publish virtually an *index librorum prohibitorum* and an *index expurgatorius*. And of all efforts ever conceived along this line, this is precisely the worst because of its apparently impersonal character. Let the ordinary reader go to a guide and find a book described as unscientific and superficial, and what weight can it have for him. The authority has spoken. It is well enough for librarians personally to guide and direct their constituencies, and one review may be weighed against another review. The old methods even must be

used by librarians cautiously, and they are ample for the purpose to be attained. The great point is that there should be a fluid current of opinion, and every facility for a revision of judgment should be maintained. Reviewers themselves change their views. I, myself, remember reviews which I wrote of works by two distinguished American authors, which I now regret, as my estimates were, I believe, not altogether sound and did an injustice to the authors, namely John Fiske and Lester F. Ward. But after all, I suppose no special harm was done, but if extracts from these reviews had been made part of a system of evaluation it would have been different.

Librarians as librarians must watch with impartiality the struggles among tendencies and schools of thought, and above all things, endeavor to keep open a free way for new truth.

## BOOK COPYRIGHT.

BY THORVALD SOLBERG, *Register of Copyright, Washington, D. C.*

IN order to keep within the time limit provided in the program I have been obliged to refrain from even touching upon many points, but have endeavored to present certain general principles governing copyright in books. I shall, therefore, only attempt to make clear, as briefly as possible:

1. What is copyrighted, i.e., what can properly be designated as a "book" in order to secure copyright protection thereon;
2. What is the nature of the protection secured under the copyright law;
3. The limitation in time during which the protection applies, and its territorial limitations;
4. Who may obtain protection—the difference between an "author" and a "proprietor";
5. International copyright;
6. What conditions and formalities are required to be complied with in order to secure copyright;
7. The functions of the Copyright Office; and
8. Possible copyright law amendment.

### 1. *What is copyrighted?*

The copyright statutes enumerate the articles or classes of articles subject-matter of copyright, and first in the list stands "book." The first consideration is, therefore, What is to be understood by the term "book" as thus used? or, in other words, What is a "book," as that designation is employed in the copyright law?

The answer is indicated in the provision of the federal constitution upon which our copyright legislation is founded. This paragraph of the constitution (section 8 of article 1) grants to Congress—"in order to promote the progress of science and useful arts"—the right to enact laws to secure "to authors . . . the exclusive right to their . . . writings . . ." This provision is, of course, to be broadly interpreted, but, using the exact wording of the law, it is the *writing* of an author—his literary composition—the prose or poetical expression of his thought—which makes his "book," as the term is used in the copyright law. In order to be a "book," sub-

ject to protection under the copyright law, the author's production must have this literary characteristic. The *quality* of the literary ingredient is not tested, but its presence is requisite. Hence not everything which may ordinarily be called a book is fitly so nominated, in order to indicate the subject-matter of copyright; while some productions not ordinarily designated as "books" may properly be thus classified in order to be registered as a preliminary to copyright protection.

That an article possesses the corporeal characteristics of a book is of little consequence. The *literary* substance, not the material form, primarily determines the matter. An article contributed to a newspaper or a periodical—although but a few paragraphs in length—is a "book" under the copyright law, while a bookkeeper's ledger, to all outward appearance answering the description, is not a "book" so far as registering its title to secure copyright is concerned. A calendar whose main features are literary may doubtless be properly registered as a "book," but a pack of playing cards with pictures on the backs, even though each card may be furnished with a linen guard and all bound up, with a plausible title-page, so as to resemble a book, is not a "book" in the meaning of the copyright law.

Orderly arranged information produced in a form which would commonly be termed a chart cannot be registered under that designation which in the copyright law is applicable only to a cartographical work, but may properly be called a "book"; while a so-called book of coupons, or railway tickets, or of blank forms, cannot be thus entitled.

In brief, it should be a book in the ordinary understanding of a work of *literature* or art, and may not include a production whose main feature is some original idea, however ingenious or fanciful its form may be, or is of the character of something invented. Invention must look for protection to the patent law.

## 2. *The nature of the protection secured.*

What is the nature of the protection secured? Copy-right, *i. e.*, the right of copy—the right to make copies. According to the words of our own statute, the author of a book "shall have the *sole* liberty of printing, reprinting, publishing, completing, copying,

executing, finishing and vending the same." The *exclusive* liberty of reproducing his work, and the restriction of the liberty of every one except the author to multiply copies constitute the literary property. It is a much-discussed question whether the author's privilege of copyright is a natural right or was created by legislation. Granting the production a proper one, it would seem that the author of a literary creation has a natural right to the unrestricted use and enjoyment of it. As Professor Langdell recently put it: "he has the right of use and enjoyment, because he can exercise such right without committing any wrong against any other person, and because no other person can prevent his exercising such right without committing a wrong against him." The author's creation is his own, and he has a natural right to the use of it without interference. The state does not create this right, but recognizes it and protects it. Protection is secured by restricting the liberty of other people in the use of the author's creation. Just how far this restriction should go is still a moot question. The law says, however, that you may not reproduce in whole or in part an author's book without his written consent, signed in the presence of two witnesses. It does not say that you may not read the book, nor are you forbidden to read it in public, even for profit, although in the case of musical and dramatic compositions public performance or representation for profit without the author's special—not implied—consent is not only directly prohibited, but is punishable by imprisonment. The International Publishers' Congress, which met in Paris in June, 1896, passed a resolution to the effect that the reproduction of a literary work by means of public readings, in case such readings were held for purposes of profit, ought not to be permitted without the consent of the copyright proprietor. By the Act of March 3, 1891, the exclusive right to translate or dramatize his book is reserved to the author. In this unrestricted and unlimited exclusive right of translation and dramatization our law has exceeded the usual trend of legislation in regard to the author's control over his work in these directions. Foreign legislation usually only reserves to the author the exclusive right to translate or

dramatize for a limited fixed period of time, and if he has not himself produced a translation or dramatization within that period, another person may.

It has occasionally been intimated that the efforts made by the public libraries to secure the constant circulation of the same book is a trespass upon the rights of the author, as he is presumably thus subjected to the loss of readers who would otherwise also become purchasers of his book. A case has just been decided to test an author's right to object to having copies of his own copyright editions of his books sold in a manner not indicated by himself as volumes of a so-called collected edition of his works. The decision, on first hearing, was adverse to the author's contention.

It is the *literary expression* of the author's thoughts and ideas which is the subject-matter of the protection, and not primarily the thoughts and ideas themselves. These last may or may not be original with the author, but once he has made public a thought or an idea he has given it away; he cannot control its use or application. The author of a translation of a book—the original work being in the public domain—may obtain a copyright upon his own translation, but doing so will not debar another from producing an original translation of his own of the same work and obtaining copyright registration for the same.

Copyright does not give to any one monopoly in the use of the *title* of a book, nor can a title *per se* be subject-matter of copyright. It is the book itself, the literary substance which is protected, the title being recorded for the identification of the work.

### 3. *Time and territorial limitations of copyright.*

A few countries still grant copyright in perpetuity, but usually the term of protection is limited either to a certain number of years, or to a term of years beyond the date of the author's death. This last provision is the more general, and the term varies from seven years after the author's death in England, for instance, to eighty years after the author's death in Spain. The two most common terms are thirty years to fifty years beyond the life of the author. Our own legislation

provides for two possible terms of protection. The first being for twenty-eight years from the date of the recording of the title in the Copyright Office, and the second, an extension of fourteen years from the expiration of the first term.

Besides the time limit, copyright—especially as far as the authors of the United States are concerned—is limited territorially, not extending beyond the boundaries of the United States. Whether the protection which follows registration and deposit shall extend so as to include Porto Rico, Hawaii and the Philippines is a matter of some question. Probably as regards the Philippines the answer would be in the negative, but as concerns Porto Rico, since the passage of the "Act temporarily to provide revenue and a civil government for Porto Rico" (April 12, 1900) and Hawaii, since the taking effect (June 14, 1900) of the "Act to provide a government for the territory of Hawaii," the response would be in the affirmative.

The obtaining of copyright protection by a compliance with the United States statutory requirements as to registration of title, deposit of copies, and printing of notice of copyright, does not secure extension of this protection in the territory of any foreign country, the United States not being a member of the International Copyright Union. An American author must comply with the requirements of the copyright laws of a foreign country, just as if he were a citizen or subject of that country, in order to obtain copyright protection within its borders. Presumably, however, the obtaining of valid copyright protection in one of the countries of the International Copyright Union, England for example, would secure protection throughout the various countries of that Union.

### 4. *Who may obtain copyright.*

It is the *author* of the work who is privileged to obtain copyright protection for it. As I have already pointed out, the constitutional provision enacts that Congress is to legislate to secure to *authors* the exclusive right to their *writings*. When, therefore, the law states that the author "or proprietor" of any book may obtain a copyright for it, the term "proprietor" must be construed to mean the author's assignee, *i.e.*, the person to whom he

has legally transferred his copyright privilege. It is not necessarily transferred by the sale of the book, i.e., the manuscript of the author's work, as the purchase alone of an author's manuscript does not secure to the proprietor of the manuscript copyright privileges. Prior to July 1, 1891, no foreign author could obtain copyright protection in the United States, hence the purchase by a publisher of one of Dickens's novels in manuscript, for example, would not enable the buyer to obtain copyright on the book in this country. No author who has not the privilege of copyright in the United States can transfer to another either a copyright or the right to obtain one. He cannot sell what he does not himself possess. Under the United States law copyright comes through *authorship* only. It is not a right attaching to the thing—the book—but is a right vested in the creator of the literary production, hence does not pass to a second person by the transference of the material thing, the book, and evidence must be offered showing that the transference of the book carried with it the author's consent to a conveyance of the privilege of copyright.

This same principle is embodied in the provisions of the law as to renewal of the copyright. The second term of protection must also start with the author, or if he be dead, with his natural heirs, his widow or children, but not with his assigns, the "proprietors." The right to the extension term is in the author if he be living at the period during which registration for the second term may take place, *viz.*, within six months prior to the expiration of the first term of twenty-eight years. If the author be dead, the privilege of renewal rests with his widow or children. Whether the author may dispose of his right of renewal so that the transference may be effective for the second term, even though the author should have died before the date of the beginning of that term, is a question upon which the authorities differ. The language of the statute would seem to give to the author an inchoate right which reverts to his widow or children should he be married and die before the expiration of the first term of the copyright.

##### 5. *International copyright.*

The idea of nationality or citizenship gov-

erned our copyright legislation for more than a century, from the earliest American copyright statute of 1783 to July 1, 1891, so that until the latter date copyright protection in the United States was limited to the works of authors who were citizens or residents. By the Act of March 3, 1891, commonly called the international-copyright law, which went into effect on July 1 of that year, the privileges of copyright in this country were extended to the productions of authors who were citizens or subjects of other countries which by their laws permitted American citizens to obtain copyright upon substantially the same basis as their own subjects. The existence of these conditions is made known by presidential proclamation, and up to this time ten such proclamations have been issued extending copyright in the United States to the citizen authors of Belgium, Chile, Costa Rica, Denmark, France, Germany, Great Britain and her possessions (including India, Canada, the Australias, etc.), Italy, Mexico, the Netherlands, Portugal, Spain and Switzerland. The privilege of copyright in the United States is extended only to authors who are subjects of some country in whose behalf a presidential proclamation as to copyright has been issued.

It is well to point out, perhaps, that these copyright proclamations are not equivalent to copyright treaties, but are only notices that certain conditions exist. Only in the case of one country, *viz.*, Germany, has anything been entered into approaching a convention or treaty. Under date of Jan. 15, 1892, an "agreement" was signed with that country to issue a proclamation extending copyright in the United States to German subjects upon an assurance that "Citizens of the United States of America shall enjoy, in the German Empire, the protection of copyright as regards works of literature and art, as well as photographs, against illegal reproduction, on the same basis on which such protection is granted to subjects of the empire."

In order to obtain copyright abroad, therefore, an American citizen must ascertain the requirements of the law of each country in which he desires to protect his book or other production and comply explicitly with such requirements. He can, of course, only avail

himself of the legal protection accorded, so far as it is within his power to thus comply, and therein lies the difference between the privileges secured under the present international-copyright arrangements, and such as would be obtainable under copyright conventions or treaties. A citizen of the United States may find himself unable to meet the obligations or conditions of the statutes, just as a foreign author may find it practically impossible to comply with the requirements of the United States law, and in either case there would be a failure to secure the protection desired. In the case of a photograph, for example, the English law requires that the "author" of the photograph must be a British subject or actually "resident within the Dominions of the Crown," and the United States law requires that the two copies of the photograph to be deposited in the Copyright Office "shall be printed from *negatives made within the limits* of the United States," two sets of conditions difficult of fulfilment. By means of a copyright convention exemption could be obtained in either case from these onerous conditions.

6. *Conditions and formalities required by the copyright law.*

Two steps are made prerequisites to valid copyright by the laws now in force in the United States. The first of these is the recording of the title in the Copyright Office. For this purpose the statute requires the deposit of "a *printed copy*" of the title-page, "on or before the day of publication in this or any foreign country." For a number of years it has been the practice of the Copyright Office to accept a typewritten title in lieu of the *printed* title-page, but in this, as with all other requirements of the law regarding copyright, the preferable course is a strict compliance with the letter as well as the spirit of the law.

The clerical service for thus recording the title requires the payment of a fee, which should accompany the title-page when transmitted to the Copyright Office. The fee for this, as fixed by law, is 50 cents in the case of the title of a book whose author is a citizen of the United States, and \$1 in the case of a book whose author is not an American but is a citizen or subject of some country to

whose citizens the privilege of copyright in the United States has been extended, under the provisions of the Act of March 3, 1891. If a copy of the record thus made of the title (commonly called a certificate) is desired, an additional fee of 50 cents is required in all cases.

In order to have this essential record of title properly made, in the form exactly prescribed by the statute, it is necessary to furnish the Copyright Office with certain information, namely:

- a. The name of the claimant of the copyright. (This should be the real name of the person, not a *nom de plume* or pseudonym.)
- b. Whether copyright is claimed by applicant as the "author" or the "proprietor" of the book.
- c. The nationality or citizenship of the *author* of the book. (This is required to determine whether the book is by an author who is privileged to copyright protection in this country, and, also, the amount of the fee to be charged for recording the title.)
- d. The application should state that the title-page is the title of a "book."
- e. A statement should be made that the book is or will be "printed from type set within the limits of the United States."

The second prerequisite to copyright protection is the deposit in the Copyright Office of two copies of the book whose title-page has been recorded. These copies must be printed from "type set within the limits of the United States," and the deposit must be made "not later than the day of publication thereof, in this or any foreign country." The stipulation as to American typesetting applies to works by American authors as well as to those written by foreign authors.

The statute provides, as regards both the printed title and the printed copies, that the articles are to be delivered at the office of the Librarian of Congress, or "deposited in the mail, within the United States, addressed to the Librarian of Congress, at Washington, D. C." Just what would be held to have been secured under the latter provision in case the deposit in the mail were made and the book failed to reach the Copyright Office has not been determined by judicial decision. The law provides for the giving of a receipt by the postmaster in the case of the title and the copies, if such receipt is requested.

The third step required for obtaining a defensible copyright is to print upon the title-page or the page immediately following it in each copy of the book the statutory notice of copyright. The form of this notice must be either "Entered according to Act of Congress, in the year —, by A. B., in the office of the Librarian of Congress, at Washington;" or, "Copyright, 19 —, by A. B." The name printed in this notice must be the real, legal name of the proprietor of the copyright, and must be the same as that in which the entry of title has been made; the date, also, must be the year date of the record of the filing of the title-page. A judicial decision is on record to the effect that printing the year date in this notice one year later than the date of actual recording of title barred the defence of the copyright. A penalty of \$100 is imposed on "every person who shall insert or impress such notice, or words of the same purport in or upon any book . . . whether subject to copyright or otherwise, for which he has not obtained a copyright."

An American author may obtain for his book copyright protection in Great Britain, by a compliance with the official instructions as to publication, deposit of copies and registration. The protection, under English law, dates from the day of first publication, but such first publication must be on English territory, and registration may follow, but cannot precede publication. The term of protection in the United States, on the contrary, dates from the day of registration of title in our Copyright Office, which must precede publication, and be followed by deposit of copies made "not later than the day of publication thereof in this or any foreign country." The point to guard, therefore, is *simultaneous publication* in this country and in Great Britain. Registration in England is a secondary matter. As stated in the official circulars of instructions issued by the English Copyright Office, "Copyright is created by the statute, and does not depend upon registration, which is permissive only, and not compulsory, but no proprietor of copyright in any book can take any proceedings in respect of any infringement of his copyright unless he has, before commencing his proceedings, registered his book."

Under existing legal conditions, in order to secure valid copyright on a book in this country and in England, the following steps should be taken, and in the order stated. 1. Record title in the United States Copyright Office. 2. Print book from type set within the limits of the United States. 3. Deposit two copies of such book in the United States Copyright Office. 4. Send sufficient copies to London to

a. Place copies on sale and take such usual steps as are understood, under English law, to constitute "publication" on a prearranged day, on which same day the book is published in the United States.

b. Deposit copies: one copy of the best edition at the British Museum, and four copies of the usual edition at Stationers' Hall for distribution to the Bodleian Library at Oxford, the University Library at Cambridge, the Faculty of Advocates Library at Edinburgh, and the Trinity College Library at Dublin.

c. Register title of book and day of first publication at Stationers' Hall, London.

7. *The United States Copyright Office.*

One frequently hears the expressions "has obtained a copyright," "issued a copyright," etc., giving the impression that copyrights can be granted somewhat after the manner in which the Patent Office issues letters-patent. But Congress has established no office authorized to furnish any such guarantee of literary property as is done in the case of patent monopoly. The Copyright Office is purely an office of record and simply registers *claims* to copyright. The form of record prescribed by law being the effect that A. B. "hath deposited the title of a book the right whereof he *claims* as author or proprietor in conformity with the laws of the United States respecting copyrights." The Copyright Office has no authority to question any claim as to authorship or proprietorship, nor can it determine between conflicting claims. It registers the claim presented in the prescribed form for a proper subject of copyright by any person legally entitled to such registration without investigation as to the truthfulness of the representations, and would be obliged to record, not only the same title for different

books, but the same title for the same work on behalf of two or more different persons, even against the protest of either one, were such registrations asked for. No examination is therefore made when a title reaches the office as to whether the same or a similar title has been used before. As I have already stated, the title *per se* is not subject to copyright, and no one can secure a monopoly of the use of a title by merely having it recorded at a nominal fee at the Copyright Office.

If any one, wishing to use a given form of title but desiring to avoid possible duplication of one previously used, writes to the Copyright Office asking whether such a title has already been recorded, an answer is made stating what is disclosed by the indexes of the office. It must be frankly explained, however, that an absolutely conclusive statement as to whether a given title has been previously used cannot always be given. The copyright records of entries of title previous to July 10, 1870, are but indifferently indexed and rarely by title, usually only under names of proprietors of the copyright. The copyright entries since July 10, 1870, to May 31, 1901, number 1,217,075. The index to these entries consists of more than 600,000 cards, many of which contain a number of entries. These cards index the entries primarily under the names of the proprietors of the copyright, and this proprietor's index is understood to have been kept up continuously and to be complete, so that under the name of each copyright proprietor there is a card or cards showing the titles of all articles upon which copyright is claimed. In addition to the proprietor's index there are cards under the titles of periodicals and under the leading catchwords of the titles of other articles, besides cards under the authors' names for books. Unhappily there are periods of time when what may be called the subsidiary index cards were not kept up.

In addition to cards under the proprietors' names, cards are now made: for *books*, under the names of their authors; for *anonymous books*, *periodicals* and *dramatic compositions*, under the first words of the titles (not a, an, or the), and for *maps*, under the leading subject words of the titles, *i.e.*, the names of the localities mapped. It is doubtful if an absolutely complete index of all copyright entries

by the *title* of the book and other article—in addition to the cards at present made—could be justified by even a possibly legitimate use of such an index. When it is remembered that the copyright entries last year numbered 97,967, the magnitude of the task of making several cards for each entry is easily conceived, and it is a question whether it could be rightfully imposed upon the Copyright Office under the present provisions of the law and so long as the registration of a title does not secure the use of that title to some one person to the exclusion of all others.

#### 8. *Amendment of the copyright law.*

The possible amendment of the copyright laws is a subject which my time does not permit me to consider in detail, even were that deemed desirable. The law now in force consists of the Act of July 8, 1870, as edited to become title 60, chapter 3 of the Revised Statutes, and ten amendatory acts passed subsequently. Naturally there is lacking the consistency and homogeneousness of a single well-considered copyright statute. It is possible that Congress will presently be willing to take under consideration, if not the re-codification of the copyright laws, then, at least, some amendment of them. An increase in the period of protection has frequently been urged, with some advocacy of perpetual copyright. As the Federal constitution, however, distinctly provides that the protection granted the writings of an author is to be for a *limited time*, an amendment of the constitution would be necessary before Congress could enact perpetual copyright, and such alteration of the fundamental law of the land is not probable.

Much might be said for an increase in the period of protection. It is for a shorter term of years than that provided by most modern copyright legislation, and the trend of such lawmaking has been in the direction of an increase in the length of time during which the author or his heirs could control the reproduction of his work. It should be borne in mind that for books of little value the length of the term of protection is of no great consequence. "Dead" books are not affected by the length of the term of copyright. In the case also of popular new books, the great sales



and consequent disproportionate remuneration comes within a short period of time after publication, and are not likely to continue during a long term of copyright. On the other hand, many books of great and permanent value not unfrequently make their way slowly into popular favor, and are not fully appreciated until many years after publication. For such books—the results, perhaps, of long years of study and labor—an equitable return cannot be secured except by a long term of protection.

Perhaps the most urgently desirable forward step in respect to copyright is the adhesion of the United States to the Berne convention, thus securing the inclusion in the International Copyright Union of our country, the leading one of the three great states not yet members of this admirable association of nations. Were the United States a member of the Berne Union a compliance with the statutory provisions of our own laws alone would secure copyright protection not only within the limits of the United States, but practically throughout the whole book-reading world—Great Britain, all Europe (except

temporarily Russia, Austria, and Scandinavia), Canada and Australia, India, Japan and South Africa—thus increasing the possible reading public of American authors many fold. It would seem that considerations of justice to our large and constantly increasing national contingent of literary and artistic producers requires this advance of such great practical importance. It is the easier of accomplishment because it involves the adoption of no new principle, but only the extension of the principle embodied in the Act of March 3, 1891, namely, reciprocal international exchange of copyright privileges, and in return for the advantages which would accrue to our own citizens, only obligates the extension of copyright in the United States to the subjects of such countries as are members of the Union. Of the members of the International Copyright Union, all the great nations already enjoy copyright in the United States, and it would only remain to extend this privilege to the citizen authors of the six minor states that are members of the Union, namely, Hayti, Japan, Luxembourg, Monaco, Norway and Tunis.

## THE RELATIONSHIP OF PUBLISHERS, BOOKSELLERS AND LIBRARIANS.

BY W. MILLARD PALMER, *Grand Rapids, Mich.*

IN accepting the president's suggestion to give "expression of the *business* side of the subject rather than the theoretical or sentimental," I wish at the outset to recall certain functions performed by publishers, booksellers and librarians, and to acknowledge my indebtedness to Mr. J. W. Nichols, secretary of the American Booksellers' Association, for material along this line.

Casual observers have come to regard publishers as bookmakers or manufacturers, who merely put the product of authors into merchantable form, and distribute it to dealers, for sale to the reading public. If this were the only function of the publisher, his task would be an easy one; indeed we might soon expect to see all publishers supplanted by one great co-operative factory, to which authors might take their manuscripts, and have them

transformed into books and distributed through the ordinary channels of commerce, like any other commodities. Some superficial observers have recently made bold to conjecture that this will be the final outcome of the present troubled state of the general trade of publishing and selling books. But, alas! the actual making of the book—giving to it an appropriate, artistic and really attractive form—is perhaps the least of the publishers' trials, though this, in itself, is a difficult task, requiring an artistic taste, well trained and skilful judgment, and much technical knowledge.

To one who has had an insight into the publishing business, the enormous mass of manuscript that is annually submitted to each of the great publishers is simply appalling. They are compelled to employ a corps of

"readers" to cull out that which is worthy of consideration by an intelligent and skilled publisher. Much that come to hand has been hastily prepared by persons who lacked the time, experience or special training necessary to enable an author to prepare an acceptable manuscript, while the great majority of young authors have really no message to tell that is worth recording. Here comes the most difficult and trying task of the successful publisher—the selection of proper material for publication. It often happens that a rejected manuscript contains some good work—a promise of something better to come. Then the publisher points out the best features and encourages the incipient author to try again.

Thus books are made, not after a given pattern, like certain fabrics, but each is a creation in itself. The responsibility of the publisher, for the character of the creation, is by no means unimportant. He acts as arbiter of the standard of excellence that must be attained by an author before he is introduced to the public. The publishers' criterion is simply a question of cash. "Will the public buy the book and pay for it?" Nor can any other standard be adopted with safety. The whole question of supply must always depend upon public demand.

But the publisher is not infallible. He often makes mistakes. Between him and the readers is the dealer. The retail bookseller stands closest to the reading public. He acquaints himself with the essential character of the new book, points out to his customer enough of interest to cause him to glance through it, and finally sells it to him; for the intelligent bookseller knows the taste and reading habits of his customers. He has his leading customers in mind from the time he orders a new book till he has shown it and sold it to them. If they are pleased with it, and recommend it to their friends, who call at the store for it, the bookseller re-orders it, and, if he is so fortunate as not to be restrained by unfair local competition, he advertises the book and pushes its sale with energy, so long as interest in it can be kept alive.

Thus the retail booksellers in every city and hamlet throughout the country, standing close to the reading public, knowing what their cus-

tomers will buy, are the real monitors of the publishers.

When the publisher considers the advisability of bringing out a new book, he cannot undertake to look beyond a few hundred booksellers. It is through them, and only through them, that he has learned to gauge the taste of the reading public. The paramount question for him to decide is, "How many copies of this particular book can I sell to dealer A, dealer B and dealer C; how many copies of this book can I hope with certainty to sell to all of my customers in the trade?" The publisher well knows that the dealer is governed by the same criterion as himself: "Will it pay; will this book be a ready seller, or will it cost me all of the profit I make on it to sell it?"

Thus the product of the author is subject to the immutable laws of supply and demand from the time he submits his first immature manuscript until he makes two, three, four or more trials, and finally has a manuscript accepted. But even then the publishers prepares only a small edition for a new author, and the dealers are very conservative in ordering a new book—especially by an unknown author. The conscientious bookseller awaits the verdict of certain patrons, knowing that, if the book is commended by one whose judgment is respected by local readers, he can safely re-order a goodly number.

Thus the author is dependent upon the publisher for the standard of excellence he must attain in order to achieve success; the publisher is dependent upon the dealer, not only in forming his judgment of the character of books that will sell, but also for the number that he may safely print; while the dealer is dependent upon his best and most critical patrons. Hence the relation of author, publisher and dealer is so close—indeed they are so mutually interdependent—that one factor could not be removed without vitally crippling the other.

A distinguished librarian, who has been a pioneer of progress in the library movement, has recently suggested the propriety of abolishing book stores (*see Publishers' Weekly*, May 11, '01, p. 1149) and allowing public librarians to receive orders and forward them to the publishers. If the distinguished gentleman did not have in view visions of personal

gain for public librarians, he should have carried his philanthropic suggestion farther, and proposed to abolish both booksellers and librarians, and to allow the public to procure their books directly from the publishers, thus saving that moiety of gain that would be made by either in return for the service rendered. It cannot be supposed that so able and conscientious-an administrative officer ever contemplated maintaining an extra corps of assistants, at an extra expense to the municipality or to those liberal benefactors who have endowed public libraries, in order that opulent citizens may still further indulge their tastes by purchasing larger private libraries, without paying the small commission or profit that is usually allowed to retail booksellers. On the other hand, if this proposal was made for the purpose of allowing libraries maintained by taxing the municipality, to engage in gainful occupation, this is carrying the socialistic idea farther than even our populist friends have ever yet proposed.

However, inasmuch as this question has been raised, we are bound to treat it from an economic point of view. The question is, "Shall the bookseller be abolished and his office merged into that of the librarian, and can the librarian perform the offices of the bookseller?"

No one has ever questioned the value of the public library from the burning of the Alexandrian Library to the present day. The value of a library, as a *librarium*, or storehouse for the permanent preservation of books, has always been manifest.

Again, the public library gives a larger opportunity and a wider range than is possible in the private collection; and scholars, historians and students of all classes are daily made grateful to the trained, professional librarian, who has so classified the contents of the library as to make the whole available at a moment's notice.

Still another inestimable feature of the public library is that it maintains a public reading room for children as well as adults.

Finally, the library furnishes reading at home to those who are not yet in a position to become owners of books. The benefit derived from reading of this character is often of questionable value. The *habitué* of the cir-

culating library makes his selections from misleading or sensational titles. Little care and less intelligence is exercised in choosing either title or author. As a result librarians are constantly complaining that only the trashiest and most worthless books are read.

The circulating department of the public library is now supplemented by others that are conducted for cash profit. These have sprung up in many cities. And now we have the "Book-Lovers' Library," a corporation with capital stock, engaging in business for profit. It has the advantage of certain trust features. It proposes to organize branches in all of the principal cities and towns in the country. For five dollars a year it proposes to supply fifty dollars' worth of reading to each subscriber. An automobile is employed, with an attendant to deliver the books to subscribers each week and take up those that have been read. Having paid five, ten or more dollars, at the beginning of the year, the subscriber can read from morning till night, while the new books come and go with the lightning speed of the automobile.

As in many other circulating libraries, new copyrighted fiction is the chief staple supplied by the "Book-Lovers' Library"—the sweetest pabulum automatically administered.

After a season of such dissipation call in a neurologist to diagnose your patient, and he will advise you that by continuing the treatment the mind will be reduced to a sieve, if not ultimately to absolute imbecility. Having abandoned the more serious literature that calls into use all the faculties of the mind, the reader of nothing but fiction converts what would otherwise be a healthful recreation into dissipation, that is enervating and permanently debilitating to all the faculties of the mind, when carried to an extreme. Had the reader been denied the use of this automatic machine, and been compelled, as formerly, to browse through the book store in search of something to read, more serious books would have been selected—history, travel, descriptive writing or popular science, with an occasional novel by way of recreation.

But to continue the argument, suppose we abolish the bookseller, as has been proposed. This would not be a difficult matter. Most of them would gladly be "abolished" if they

could sell out their stock for anything near what it cost them. Their profits have been so reduced by unfair competition that they are not sufficient to pay the cost of doing business. They have been compelled to carry side lines, as stationery, newspapers, periodicals, sporting goods, *bric-a-brac*, wall paper, etc., in order to make a living. By this means they have learned that other lines of merchandise yield a better profit than books. As a result most of them have greatly reduced their book stock, or entirely abandoned the sale of books, and put in more profitable lines of merchandise.

The causes that have led up to this result are manifold: 1st. They were strenuously urged, and they finally consented to allow discounts:

- (a) To ministers of the gospel, since they are public benefactors.
- (b) To school teachers, since they are public educators and benefactors.
- (c) To public libraries, since they are for the most part eleemosynary institutions, and hence entitled to charity.

Indeed, when I recount the charitable benefactions that have been exacted and received at the hands of the retail bookseller, he seems to me to have been the most saintly character that has lived in my day and generation. And right here it is of interest to note that these ministers, these teachers, these physicians, these public librarians were actually receiving out of the hands of the public stated salaries that exceeded by far the annual net profit of the average bookseller.

2d. Having secured from the local dealer a discount equal to the best part of his profit, many librarians have gone behind him and appealed directly to the publishers for a larger discount. This has been granted in most cases, so that most librarians have recently been receiving as large a discount as local dealers.

3d. Commission agents have purchased complete editions of popular-selling books from the publishers, and re-sold them at a slight advance:

- (a) To dry-goods stores, where they have been put on "bargain counters" and sold at less than cost, to attract customers to their stores.
- (b) To publishers of local newspapers, who

give the books away as premiums or sell them at cost prices, to increase the local circulation of their papers.

- (c) To mail-order agencies, who advertise the books at less than they are usually sold for by dealers.

4th. Many publishers have been advertising and mailing their books directly to retail customers at reduced prices, or at the same price they recommended local dealers to ask for them, and they have prepaid the postage, thus *competing directly with their distributing agents, the booksellers, in their own field.*

5th. Finally, some local librarians, who a few years ago were appealing to local booksellers for a discount, having been granted the discount, have recently been supplying books "at cost prices" to other patrons of the local booksellers. Thus our friends, the librarians, having inverted the good old practice of returning good for evil, having helped to rob the local bookseller of his livelihood, now propose to abolish his office.

To carry the proposition to its conclusions, suppose we abolish the bookseller. Can the librarian take his place and send the orders in to the publishers? If so, if this is all there is to the bookselling business, why should the publisher pay a commission to the librarian for doing what the people could as readily do for themselves? But a general business cannot be carried on in this way. Publishers have tried it for years, yet only comparatively few people are willing to order books that they have not had an opportunity to examine, and of this class librarians are the most conservative. They, too, want to know what they are buying before they place their orders. Hence, this postulate: If the librarian is to succeed the bookseller, he must become a merchant; he must order stocks of books and take the speculative chance of selling them. But the librarian has had no experience or training in merchandising. Can he afford to hazard his own capital in an untried field; can he induce his friends to supply him with capital to invest in a business of which he confessedly has no knowledge? It would manifestly be a perversion of the funds of the institution in charge of the librarian, to invest them in a gainful occupation.

From what I have said, it must be apparent that booksellers, as well as librarians, have a

province of their own, and perform a service that cannot be delegated to another. And hence it is desirable that we live and dwell together in peace and amity.

But in these days of combinations, reorganizations and revolutions in the conduct of business, the publishers have looked farther, in their quest for more economical purveying agents. For the past ten years they have been trying to induce the dry-goods merchants to carry books. But, after all this time, not more than half a dozen department stores carry fairly representative stocks of books. They confine themselves, for the most part, to new copyrighted fiction, and of this they handle only that which is widely advertised.

Of late, department stores and dry-goods stores have met severe competition in clothing stores, that make no pretext of carrying a book stock. They simply buy an edition of a popular-selling book and advertise it for less money than it actually cost. They do this simply as an advertising dodge, to attract customers to their stores. Then, too, the mail-order agencies have cut the price of the most popular books so low that it is no longer profitable to handle them. The result of this has been that many of the most promising new novels have been killed before they were fairly put on the market; for *as soon as they ceased to be profitable no one could afford to re-order them.*

The effect of this recent drift of the trade has been to stimulate the frothy side of literature to an extreme degree. The more serious literature is being neglected. The latest novel is the fad. Its average life is reduced to little more than one year, though the copyright lasts for twenty-eight years, and with a renewal it may be extended to forty-two years.

This shortening of the life of books has had a baneful effect:

- (a) Baneful to the bookseller, since it frequently leaves him with a dead stock of books on hand that cannot be turned without loss.
- (b) Baneful to the publisher, since the book stops selling and the plates become valueless before he has had time fairly to recoup himself for the expense of bringing it out, advertising it, and putting it on the market.
- (c) Baneful to the author, since by shorten-

ing the life of his books the value of his property in them is reduced.

But perhaps the most baneful effect of this craze for ephemeral literature is upon the people themselves. As the standard or degree of civilization for a given age is marked by the character of the literature the people produce and read, we cannot hope for a golden age in American letters, unless the present system is reversed. Work of real merit is never done by accident, nor is it the product of mediocre talents. If we are to develop a national literature that shall fitly characterize the sterling qualities of the American people in this, the full strength of the early manhood of the nation; at the time when the nation has taken its place in the vanguard of civilization; at the time when the consumptive power of the nation is equal to one-third of that of the entire civilized world; at the time when men of talents and genius are annually earning and expending, for their comfort and pleasure, more munificent sums than were ever lavished on the most opulent princes; I say, if we are to produce a literature that shall fitly characterize this age of our nation, we must hold forth such rewards for the pursuits of literature as will attract men of genius, men of the most lustrous talents, men who are the peers of their co-workers in other walks of life. But this will not be possible so long as the present strife to furnish cheap literature to the people continues.

It should be observed that the bookseller has not suffered alone in this cheapening process. The publisher has suffered. Within the past few months two names that for half a century were household words, synonyms of all that is excellent in the publishing world, have met with disaster, and others were approaching a crisis.

Fortunately one firm stood out so prominently, as a bulwark of financial strength and security, that its president, Mr. Charles Scribner, of Charles Scribner's Sons, could afford to take the initiative in calling for reform. He invited the co-operation of other publishers, and a year ago this month they met in New York and organized the American Publishers' Association. Their organization now includes practically all of the general publishers who contribute anything of real value to current literature.

The publishers canvassed thoroughly the causes that had led to the decline of the trade, and they appointed a committee to draft reform measures.

In reviewing the decline of the trade, two facts stood out so prominently that it was impossible to disassociate them as cause and effect. The three thousand booksellers, upon whom, as purveying agents, the publishers had depended a generation ago, had shrunk in number until only about five hundred could be counted who were worthy to be called booksellers. The other fact, which doubtless made quite as deep an impression upon the minds of the publishers, was that the long line of books, on each of their published catalogs, was practically dead. Those books of high standard character, by eminent authors, books that for years had had a good annual sale, no longer moved. These standard books have been a large source of revenue to publishers and their authors for many years. But now so few of them are sold that it hardly pays the publishers to send their travellers over the road.

Few dry-goods merchants, druggists, news-dealers and stationers, that have recently been induced to carry a small number of books, feel sufficiently well acquainted with salable literature to warrant their carrying anything more than the most popular-selling new copyrighted novels and cheap reprints of non-copyrighted books that sell for twenty-five cents or less. As stated above, there are a few large department stores that carry a more general stock, but they are so few that the support received from them is not sufficient to compensate, in any measure, the loss sustained through the sacrifice of the regular booksellers. Moreover, the regular booksellers that still remain in the business have not been buying many standard books of late. Seeing their profit in fiction sacrificed by unfair competition, many of them have ordered only enough of the new copyrighted novels to keep alive their accumulated stocks of standard books, until they can sell them out or reduce them to a point where they can afford to abandon the book business.

From the character of the reform measures adopted by the American Publishers' Association, which went into effect on the first of May, it is evident that the publishers have de-

termined to restore the old-time bookseller. This can be done only by the publishers enforcing the maintenance of retail prices, the same as is done by the proprietors of the Earl & Wilson collar, the Waterman fountain pen, the Eastman kodak, and many other special lines of which the retail price is listed.

When dry-goods stores and clothing stores bought these special lines and retailed them at or below the cost price, in *contrast to the list price* asked in the special furnishing stores, in order to attract customers to their stores because of their wonderful "bargain counters," the manufacturers realized that the dry-goods stores were simply using up these wares to advertise their other business. They cut off the supply of their goods to these price-cutting dry-goods stores, and refused to supply any more goods, except under a substantial undertaking on the part of the dry-goods stores to maintain the full list price.

This, in a word, is the substance of the publishers' plan. They have agreed to cut off absolutely the supply of all of their books, net, copyrighted and otherwise, to any dealer who cuts the retail price of a book published under the net-price system.

On the other hand, the nearly eight hundred members of the American Booksellers' Association have entered into a mutual agreement to push with energy the sale of the books of all publishers who co-operate with them for the maintenance of retail prices, and not to buy, nor put in stock, nor offer for sale, the books of any publisher who fails to co-operate with them. This is substantially the same system that was adopted in Germany in 1887, in France a few years later, and in England in 1900.

The effect of this system in Germany has been to lift up the trade from a condition even more deplorable, if possible, than that into which it has fallen in this country, and to make it a prosperous and profitable business. It has proved beneficent and satisfactory, not only to dealers and publishers, but also to authors and to the reading public, for every city, town and village in Germany now sustains a book shop that carries a fairly representative stock of books, so that the people are able to examine promptly every book as soon as it comes from the press, and the authors are sure of having their books

promptly submitted to the examination of every possible purchaser.

The results in France and England are equally encouraging, and it is believed that as soon as the American system is fully understood, and as soon as enough books are included under the net-price system, so that a bookseller can once more make a living on the sale of books, many of the old-time booksellers will again put in a stock of books and help to re-establish the book trade in America.

Having tried to define the present relation of publishers and booksellers, I beg leave to say frankly that I know of no reason why publishers and booksellers should maintain any different relations with librarians than they maintain with any other retail customers.

For example, let us take the new "Book-Lovers' Library," so called. Their plan is to sell memberships, and to deliver to each member one book a week for five dollars a year, or three books a week for ten dollars a year. They take up the books at the end of each week and supply new ones.

If this plan could be carried out successfully, it would result in making one book do the service now performed by ten or fifteen books. In other words, this circulating library proposes to furnish its members with ten or fifteen books for the same amount of money they now pay for one book by simply passing the book around from one to another.

The effect of this scheme, if carried into all cities and towns as proposed, would be to reduce the number of books manufactured and sold to about *one-tenth* of its present magnitude. From a business point of view, publishers and dealers cannot be called upon to make special discounts to encourage such an enterprise.

The encouragement and support given to authors, by patrons of literature, would be reduced by this scheme to about one-tenth of the present amount. The effect of this withdrawal of support to American authors can easily be imagined.

But I do not believe that real book-lovers, intelligent and conservative readers, will be carried away by this passing craze. On the contrary, they have studiously avoided forming that careless, slipshod habit of reading that characterizes patrons of circulating li-

braries. The real book-lover selects his books, like his friends, with caution, and with discriminating and painstaking care.

From a bookseller's point of view, the "Book-Lovers' Library" is not founded on practical lines. However, as the plan also includes the selling of capital stocks to its patrons, it is probable that the money received from subscriptions, together with the annual membership fees, will be sufficient to keep the enterprise going for some time. But since this is a corporation organized for the purpose of making money, a failure to earn money and to pay dividends will discourage its patrons, cause them to feel that they have been deceived, and finally to withdraw from membership. When the members realize that they are paying five or ten dollars a year for privileges that can be had free at the local library, in most cases they will withdraw their support.

Thus, while in some respects I regard this enterprise as an evil factor, it contains, I think, inherent weaknesses that will finally compass its own end.

But what is said of the relation of publishers and dealers to the Book-Lovers' Library is true in a measure of all circulating and other public libraries. They do not increase, but they positively contract the number of sales that are made in the interest of authors, publishers and dealers.

Under the German system, of which I have spoken, public libraries were at first allowed ten per cent. discount; but recently this has been reduced to five per cent.

Under the English system, profiting by the experience of German publishers, no discount is allowed to public libraries, schools or institutions.

The American system, however, is modelled largely after the German, and it permits the dealers to allow a discount of ten per cent. to local libraries. In doing this local dealers are protected from competition by the publishers, in that the publishers have agreed to add to the net price the cost of transportation on all books sold at retail outside of the cities in which they are doing business. Thus public libraries can buy net books cheaper of the local booksellers than they can buy them of the publishers by just the cost of transportation.

## LIBRARY BUILDINGS.

BY W. R. EASTMAN, *New York State Library, Albany, N. Y.*

**A** BUILDING is not the first requisite of a public library. A good collection of books with a capable librarian will be of great service in a hired room or in one corner of a store. First the librarian, then the books and after that the building.

But when the building is occupied the value of the library is doubled. The item of rent is dropped. The library is no longer dependent on the favor of some other institution and is not cramped by the effort to include two or three departments in a single room. It will not only give far better service to the community, but will command their respect, interest and support to a greater degree than before.

The following hints are intended as a reply to many library boards who are asking for building plans.

The vital point in successful building is to group all the parts of a modern library in their true relations. To understand a particular case it will be necessary to ask some preliminary questions.

1. *Books.*

- Number of volumes in library?
- Average yearly increase?
- Number of volumes in 20 years?
- Number of volumes to go in reference room?
- Number of volumes to go in children's room?
- Number of volumes to go in other departments?
- Number of volumes to go in main book room?
- If the library is large will there be an open shelf room separate from the main book room?
- Is a stack needed?
- Will public access to the shelves be allowed?

By answers to such questions a fair idea of the character and size of the book room may be obtained.

*Rules for calculation.* In a popular library,

outside the reference room, for each foot of wall space available 80 books can be placed on eight shelves. Floor cases having two sides will hold 160 books for each running foot, and in a close stack 25 books, approximately, can be shelved for each square foot of floor space. But the latter rule will be materially modified by ledges, varying width of passages, stairs, etc.

The above figures give full capacity. In practical work, to provide for convenient classification, expansion, oversized books and working facilities, the shelves of a library should be sufficient for twice the actual number of books and the lines of future enlargement should be fully determined.

2. *Departments.*

- Is the library for free circulation?
- Is the library for free reference?
- Are special rooms needed for
  - high school students?
  - children?
  - ladies?
  - magazine readers?
  - newspaper readers?
- How many square feet for each of the above rooms?
- Are class rooms needed as in a college library?
- Club rooms?
- Lecture rooms?
- Museum?
- Art gallery?
- Other departments?

3. *Community.*

- In city or country?
- Population?
- By what class will library be chiefly used?
  - School children?
  - Students?
  - Mechanics?
  - Reading circles?
  - Ladies?

4. *Resources and conditions.*

- Money available?



Money annually for maintenance?  
 Size of building lot?  
 Location and surroundings?  
 How many stories?  
 Elevators?  
 Heat?  
 Light?  
 Ventilation?

5. *Administration.*

Is library to be in charge of one person?  
 How many assistants?  
 Is a work room needed?  
   unpacking room?  
   bindery?  
   librarian's office?  
   trustees' room?

By careful study of these points a clear conception of the problem is gained and the building committee is prepared to draw an outline sketch indicating in a general way their needs and views. They are not likely to secure what they want by copying or even by competition. The best architects have not the time nor the disposition to compete with each other. A better way is to choose an architect, one who has succeeded in library work if possible, who will faithfully study the special problems, consult freely with the library board, propose plans and change them freely till they are right. And if such plans are also submitted for revision to some librarian of experience or to the library commission of the state, whose business and pleasure it is to give disinterested advice, so much the better.

The following outlines taken from actual library buildings are offered by way of suggestion.

*Square plan.*

An inexpensive building for a small country neighborhood may have one square room with book shelves on the side and rear walls. A convenient entrance is from a square porch on one side of the front corner and a librarian's alcove is at the opposite corner leaving the entire front like a store window which may be filled with plants or picture bulletins. With a stone foundation the wooden frame may be finished with stained shingles.

*Oblong plan.*

A somewhat larger building may have a wider front with entrance at the center.

Book shelves under high windows may cover the side and rear walls and tables may stand in the open space.

It will be convenient to bring together the books most in demand for circulation on one side of the room and those needed most for study on the opposite side. One corner may contain juvenile books. In this way confusion between readers, borrowers and children will be avoided. Each class of patrons will go by a direct line to its own quarter. This is the beginning of the plan of departments which will be of great importance in the larger building.

The number of books for circulation will increase rapidly and it may soon be necessary to provide double faced floor cases. These will be placed with passages running from the center of the room towards the end and that end will become the book or delivery room and the opposite side will be the study or reference room.

*T-shape plan.*

The next step is to add space to the rear giving a third department to the still open room. If the book room is at the back the student readers may be at tables in the right hand space and the children in the space on the left. The librarian at a desk in the center is equally near to all departments and may exercise full supervision.

The presence of a considerable number of other busy persons has a sobering and quieting effect on all and the impression of such a library having all its departments in one is dignified and wholesome. It may be well to separate the departments by light open hand rails, screens, cords or low book cases. It is a mistake to divide a small building into three or four small rooms.

*Separate rooms.*

For a larger library these rails must be made into partitions, giving to each department a separate room. Partitions of glass set in wooden frames and possibly only eight feet high may answer an excellent purpose, adding to the impression of extent, admitting light to the interior of the building and allowing some supervision from the center. With partitions on each side, the entrance becomes a central hallway with a department at each

side and the book room at the end. This is the best position for the book room for two special reasons. Overlapping the departments in both wings it is equally accessible from either, and at the back of the house a plainer and cheaper wall can be built admitting of easy removal when the growth of the library requires enlargement.

Sometimes the angles between the book room and the main building may be filled to advantage by work room and office. These working rooms though not large and not conspicuous are of vital consequence and should be carefully planned.

We have now reached a type of building which, for lack of a better word, I may call the "butterfly plan," having two spread wings and a body extending to the back. Others call it the "trefoil." This general type is being substantially followed in most new libraries of moderate size. From one entrance hall direct access is given to three distinct departments, or perhaps to five, by placing two rooms in each wing.

#### *Modifications required by limited space.*

If we have an open park to build in we shall be tempted to expand the hallway to a great central court or rotunda. Perhaps the importance of the library may justify it, but we should be on our guard against separating departments by spaces so great as to make supervision difficult or passing from one to another inconvenient. We should aim to concentrate rather than scatter.

More frequently the lot will be too narrow. We must draw in the wings and make the narrower rooms longer from front to back. With a corner lot we can enter on the side street, leaving a grand reading room on the main front and turning at right angles as we enter the house pass between other rooms to the book room at the extreme end of the lot. Or again, we shall be obliged to dispense entirely with one wing of our plan, and have but two department rooms instead of three on the floor. Every location must be studied by itself.

#### *Other stories.*

Basement rooms are of great service for work rooms and storage. A basement direct-

ly under the main book room is specially valuable to receive the overflow of books not in great demand.

A second and even a third story will be useful for special collections, class and lecture rooms or a large audience hall. In a library of moderate size it will often be found convenient to build a book room about 16 feet high to cover two stories of bookcases and wholly independent of the level of the second floor of the main building.

#### *Extension.*

To meet the needs of a rapidly growing library it is important at the beginning to fix the lines of extension.

A building with a front of two rooms and a passage between may add a third room at the rear, and at a later stage, add a second building as large as the first and parallel to it, the two being connected by the room first added.

This is the architect's plan for the Omaha Public Library.

#### *Open court.*

When a library is so large that one book room is not enough, two such rooms may be built to the rear, one from each end of the building with open space between, and these two wings may be carried back equally and joined at the back by another building, thus completing the square around an open court.

This gives wide interior space for light and air, or grass and flowers. Such is the plan of the Boston Public and Princeton University libraries. It will be the same in Minneapolis when that library is complete. In the plan of the new library at Newark, N. J., the central court is roofed over with glass becoming a stairway court with surrounding galleries opening on all rooms. In Columbia University, New York, as in the British Museum, the center is a great reading room capped by a dome high above the surrounding roofs and lighted by great clerestory windows.

If the street front is very long there may be three extensions to the rear, one opposite the center and one from each end, leaving two open courts as in the plan for the New York Public or the Utica Public; and this general scheme may be repeated and carried still farther back leaving four open courts as in the

Congress. This plan can be extended as far as space can be provided. The general plan of the large building, passages will be introduced, at the front and sides, and departments be located as may be judged most desirable, always having regard to the convenience of the patrons of each department ready access to the books they need for supervision and attendance at of time, effort and money. Existing in library building is not so often lavish ornament as in that unforlunament of departments which require attendants to do the work of one

### *Light.*

Light should be secured if possible from above. Windows should be frequent and well up toward the ceiling terminating in a straight line so as to afford a full supply of light from the top. Windows in an ordinary house or office building within two or three feet of the ceiling are satisfactory both for inside appearance and for outside appearance than those which leave a blank wall beneath them. From the blank wall has a prison-like effect; besides it cuts off communication with the world and the impression is lessened. The proper object of library windows is to have them eight feet above the floor is to have a broken wall space for book shelves. There is no serious objection to having the back of the room or sometimes the side of the house where the windows are conspicuous from the street, but every window, no matter how small, if it is next to the outer wall should have windows to look out of on the outside.

A room at the back of a building will receive an excellent light from side windows above the floor with lower windows below. The lighting of large interior rooms is often a difficult problem. Light will not penetrate more than 30 feet. Skylights, clerestory windows are used. In the case of the dome or clerestory the room to be lighted must be higher than those immediately surrounding it. The clerestory plan

with upright windows is most satisfactory when available, being cheaper and giving better security against the weather than the skylight. In a large building with interior courts, the lower story of the court is sometimes covered with a skylight and used as a room.

This appears in the plans for the New York Public and the Utica Public libraries. Skylights must be constructed with special care to protect rooms against the weather.

The problem of light is peculiarly difficult in the crowded blocks of cities. A library front may sometimes touch the walls of adjoining buildings so that light can enter only from the front and rear. If extending more than 40 feet back from the street, it will be necessary to narrow the rest of the building so as to leave open spaces on each side, or to introduce a little light by the device of light wells. Occasionally a large city library is found on the upper floors of an office building, where light and air are better than below, and the cost of accommodation is less. The use of elevators makes this feasible.

### *Shelving.*

The general scheme of book shelves should be fixed before the plan of the building is drawn. Otherwise the space for books can not be determined and serious mistakes may be made. Between the two extremes of open wall shelves and the close stack a compromise is necessary. The large library will put the bulk of its books in a stack and bring a considerable selection of the best books into an open room. The small library will begin with books along the walls and provide cases for additions from time to time as needed. Its patrons will enjoy at first the generous spaces of the open room without an array of empty cases to offend the eye and cumber the floor. When walls are covered with books a floor case will be introduced and others when needed will be placed according to plan, till at last the floor is as full as it was meant to be, and the basement beneath having served for a time to hold the overflow, a second story of cases is put on the top of the first. This process should be planned in advance for a term of 20 years.

For public access passages between cases should be five feet wide. Cases have some-

times been set on radial lines so as to bring all parts under supervision from the center. This arrangement, specially if bounded by a semi-circular wall, is expensive, wasteful of space and of doubtful value, except in peculiar conditions. It is not adapted to further extension of the building.

#### *Size of shelf.*

For ordinary books in a popular library the shelf should not be more than eight inches wide with an upright space of ten inches. Eight shelves of this height with a base of four inches and crown finish of five inches will fill eight feet from the floor and the upper shelf may be reached at a height of 81 inches or six feet nine inches. Ordinary shelves should not exceed three feet in length. A length of two and a half feet is preferred by many. A shelf more than three feet long is apt to bend under the weight of books. For books of larger size a limited number of shelves with 12 inches upright space and a few still larger should be provided. The proportion of oversize books will vary greatly according to the kind of library, a college or scientific collection having many more than the circulating library. Any reference room will contain a large number of such books and its shelves should correspond.

#### *Movable shelves.*

Much attention has been given to devices for adjustment of shelves. Some of these are quite ingenious and a few are satisfactory. No device should be introduced that will seriously break the smooth surface at the side. Notches, cross bars, iron horns or hooks or ornamental brackets expose the last book to damage. If pins are used they should be so held to their places that they cannot fall out. Heads of pins or bars should be sunk in the wood and the place for books left, as near as possible, absolutely smooth on all sides. It is at least a question whether the importance of making shelves adjustable and absolutely adjustable has not been greatly overrated. As a fact the shelves of the circulating library are very seldom adjusted. They may have all the usual appliances gained at large expense but there is no occasion to adjust them outside the reference room. They remain as they

were put up. It is probably well to have the second and third shelf movable so that one can be dropped to the bottom and two spaces left where there were three at first. But all other shelves might as well be fixed at intervals of 10 inches without the least real inconvenience and the cases be stronger for it and far cheaper. A perfectly adjustable shelf is interesting as a study in mechanics, but is practically disappointing. Its very perfection is a snare because it is so impossible to set it true without a spirit level and a machinist. All shelves in a reference room should be adjustable. Bound magazines might have special cases.

#### *Wood or iron shelves.*

Iron shelf construction has the advantage of lightness and strength, filling the least space and admitting light and air. Where three or more stories of cases are stacked one upon another iron is a necessity. It also offers the best facilities for adjustment of shelves and is most durable.

On the other hand it is more difficult to get, can be had only of the manufacturers in fixed patterns, and costs at least twice as much as any wood, even oak, unless carved for ornament, and four or five times as much as some very good wooden shelves. This great cost raises the question whether the advantages named are really important. Few village libraries need more than two stories of shelves in a stack. If iron is more durable we can buy two sets of wooden shelves for the cost of one of iron—and when we buy the second set will know better what we want. The importance of shelf adjustment has been exaggerated.

A more important consideration, to my mind, is that iron is not so well adapted to the changing conditions of a growing library. It is made at a factory and to be ordered complete. It is bolted to the floor and wall at fixed intervals. But we have seen that a gradual accumulation of bookcases is better than to put all shelving in position at first.

Wooden cases are movable. You begin with those you need and add others as you have more books, you can change and alter them at any time with only the aid of the village carpenter, and enjoy the wide open spaces till the time for filling them comes.

Iron with all its ornaments belongs in the shop. It is not the furniture you prefer in your home. The item of cost will usually decide the question. For libraries of less than 30,000 volumes, where close storage is not imperative, wood has the advantage.

*Miscellaneous notes.*

A floor of hard wood is good enough for most libraries. Wood covered with corticene or linoleum tends to insure the needed quiet. Floors of tile, marble or concrete are very noisy and should have strips of carpet laid in the passages.

On the walls of reading rooms it is neither necessary nor desirable to have an ornamental wainscot, nor indeed any wainscot at all, not even a base board. Book cases will cover the lower walls and books are the best ornament.

Small tables for four are preferred in a reading room to long common tables. They give the reader an agreeable feeling of privacy.

Do not make tables too high. 30 inches are enough.

Light bent wood chairs are easy to handle.

Steam or hot water give the best heat and incandescent electric lamps give the best light. Be sure that you have sufficient ventilation.

Windows should be made to slide up and down, not to swing on hinges or pivots.

Without dwelling further on details let us

be sure 1, That we have room within the walls for all the books we now have or are likely to have in 20 years; provide the first outfit of shelves for twice the number of books expected at the end of one year and add book-cases as we need them, leaving always a liberal margin of empty space on every shelf. We must plan for the location of additional cases for 20 years with due consideration of the question of public access.

2, That all needed departments are provided in harmonious relation with each other and so located as to serve the public to the best advantage and at least cost of time, strength and money.

3, That the best use of the location is made and the building suited to the constituency and local conditions.

4, That the estimated cost is well within the limit named, for new objects of expense are certain to appear during the process of building and debt must not be thought of.

5, That the building is convenient for work and supervision, a point at which many an elegant and costly building has conspicuously failed.

Make it also neat and beautiful, for it is to be the abiding place of all that is best in human thought and experience and is to be a home in which all inquiring souls are to be welcomed. Since the people are to be our guests let us make the place of their reception worthy of its purpose.

## THE RELATION OF THE ARCHITECT TO THE LIBRARIAN.

By JOHN LAWRENCE MAURAN, *Architect, St. Louis, Mo.*

**T**HE public library, as we understand the name to-day, has had but a brief existence compared with the mere housing of collections of books which has gone on through countless ages.

With the change from the old ideas of safeguarding the precious books themselves to the advanced theory of placing their priceless contents within the easy reach of all, has come an equally important change in the character of the custodian of the books. The duties of the modern librarian are such that he must be not only something of a scholar, in the best

sense of the word, but he must be capable also of properly directing others in the pursuit of learning, and, withal, combine executive ability with a highly specialized professional facility. The result of carefully conceived courses of training is apparent in the wonderful results achieved through the devoted and untiring efforts of the members of this Association towards a constant betterment of their charges, and a closer bonding, through affection, between the masses of the people and that portion of the books which lies between the covers.

My purpose in recalling to your memory the wonderful advance made by training in your profession in a comparatively short time, is to give point to an analogy I wish to draw, showing a corresponding advance in the profession of architecture. Not so very many years ago there were ample grounds for the recalling by Mr. David P. Todd of Lord Bacon's warning against the sacrifice of utility to mere artistic composition in the following words: "Houses are built to Live in, and not to Looke on: Therefore let Use bee preferred before Uniformitie; Except where both may be had Leave the Goodly Fabrickes of Houses, for Beautie only, to the Enchanted Pallaces of the Poets; Who build them with small Cost": but to-day, thanks to the munificence of the French government and the untiring energy of some of those who have profited by it, in fostering the growth of our own architectural schools, there are few sections of this broad land which have not one or more worthy followers of Palladio and Michael Angelo. Hunt, Richardson and Post were among the first to receive the training of the Ecole des Beaux Arts, and they, moreover, had the rare judgment to take the training only, adapting their designs to the climatic and other local conditions rather than attempting the importation of French forms as well as method of design. Their example and the impetus they were able to impart to the technical schools have been potent factors in the development of the talent of American architects. While it is true, and more the pity, that some students return from Paris with the idea that because Paris is a beautiful city architecturally, the simple injection of some of their own masterpieces into our diverse city street fronts, is going to reincarnate our municipalities, the major portion are sufficiently discriminating to realize that Paris owes much of its charm to a symmetry under governmental control which we, free born Americans, can never hope to attain, and leave behind them the mere forms and symbols of their alma mater to use that which is best and most profitable in their training; that is, a breadth of conception of the problem and a logical method of sequential study of it which ensures a creditable if not an ideal solution. The modern architect, to be

successful, must be conversant with a vast amount of information which is apparently outside his chosen profession — such as the minutiae of hospitals, churches, libraries, railroad stations and the like. As a case in point I recall the address of a certain railroad president at the dedication of a large terminal depot, in which he said: "while we have had the co-operation of engineers and specialists in every branch of the work, I must give great credit to our architect who is responsible for the conception of the entire system of the handling of passengers, although he was employed solely to enclose the space designated by our engineers." It is not my purpose to laud the profession of architecture, but rather to show its preparedness to *co-operate* with you in achieving the best in library construction and design.

May I add to Mr. Todd's advice to library boards about to build, "first appoint your librarian," the suggestion that second, in consultation with him, *appoint* your architect. It is not disbelief in competition which has led the American Institute of Architects to advise against competitions, for the former is a constant condition, while the latter they believe to result in more evil than good. It is a popular notion among laymen that a competition will bring out *ideas* and mayhap develop some hidden genius, but in answer to the first I can say, I know of but one building erected from successful competitive plans without modification, and for the second, the major portion of American originality in building designs is unworthy the name of architecture. Aside from the needless expense and loss of time entailed on library board, as well as architect, by the holding of competitions a greater evil lies in the well proven fact, that in their desire to win approval for their design, most architects endeavor to find out the librarian's predilections and follow them in their plans rather than to submit a scholarly solution of the problem studied from an unprejudiced standpoint. It is not often the good fortune of competitors to have their submitted work judged with such unbiased intelligence as that which permitted the best conceived plan to win in the competition for the new library in New York City. Few men would have dared in compe-

tion to remove that imposing architectural feature, the reading room, from their main façade and put it frankly where it belongs, in direct touch with the stacks which serve it, as Carrere & Hastings did.

Not long ago a member of a certain library board of trustees wrote to us that we were being considered, among others, as architects for their new building, and he suggested that we send to them as many water colors as we could collect and *as large as possible*, to impress the board; for, as he added, "some of us appreciate your plans, but most laymen are caught by the colored pictures, the larger the better."

As a rule librarians have very decided ideas as to the plan desired in so far as it relates to the correlation of rooms and departments, and it, therefore, seems manifestly proper that having selected a librarian on account of merit, the next step should be the selection of an architect on the same basis, to the end that in consultation the theory of the one may either be studied into shape or proved inferior to the theory of the other. Under the discussion of two broad minds, the wheat is easily separated from the chaff with the much to be desired result of the assembling of a well ordered plan to present to the board, which has had such study that few criticisms cannot be answered from the store of experience gathered in the making. This ideal crystallization of ideas, this development of the problem working hand in hand precludes the need of such advice as is found in the following quotation from a paper on library buildings:

"Taking into account the practical uses of the modern library it is readily seen that it needs a building planned from inside, not from without, dictated by convenience and not by taste no matter how good. The order should be to require the architect to put a presentable exterior on an interior having only use in view and not as is so often done to require the librarian to make the best he can of an interior imposed by the exigencies of the architect's taste or the demand of the building committee for a monumental structure."

Such an anomalous relationship between interior and exterior is absolutely opposed to

the fundamental training of the architect of to-day. Often have I heard my professor of design, a Frenchman of rare judgment, fly out at a student caught working on his exterior before the interior was complete: "Work on your plan, finish your plan, and when that is perfect, the rest will *come*."

Architects of experience, who have been students of library development in its every branch, who have followed the changes in the relations of the library to the people, have reached the same conclusions along broad lines, as have the librarians, with respect to lighting, access, oversight and administration, as well as the general correlation of universally important departments, and it is therefore my purpose to state our relationship rather than attempt the raising of issues on details of library arrangement, and to show if possible, that the skilled architect's method of procedure tends to settle mooted points by weighing values and considering relations of parts in a logical and broad minded study of the particular set of conditions pertaining to his problem.

Either owing to the size, shape or contour of the site, its particular exposure, local climatic conditions, the particular character of the library itself or the people whom it serves, the problem presented to an architect by a library board is *always* essentially a *new* one. Certain fundamental rules may obtain through their universal applicability, but every step in the working out of a successful plan must be influenced by the particular conditions referred to, and here the co-operation of the librarian is of inestimable value to the architect, no matter how wide his experience may be.

Desired correlation, like most results, can be achieved in divers ways, and in most cases nothing of utility need be sacrificed to secure a dignified plan, which is as much to be desired as a dignified exterior. Realizing the importance of accomplishing successful results, a scholarly architect will strive to mould his plan with an eye to symmetry, without losing sight for an instant of the conditions of use, and never sacrificing practical relationship to gain an *absolutely* symmetrical arrangement of plan.

The French architect will, if necessary, waste space or inject needless rooms into his

plan to secure perfect balance, while his American student will gain all the value of the *effect* without diminishing the practical value of his building one iota.

Along with symmetry, the logical development of the plan in study keeps in mind something of the rough form of the exterior design, with particular reference to the grouping of its masses to secure the maximum of air and the best light for the various departments. With the best designers, it is an unwritten law, that the next step after completing a satisfactory plan, is to sketch a section through the building, not only to ensure a proper proportion in the enclosed rooms, but most important of all to secure a system of fenestration, allowing wall space where needed and introducing the light as near the top of the rooms as the finish will permit. Having settled then all the details of plans and section, wherein are comprised all of the matter of greatest moment to the practical librarian, it only remains for the architect to prepare a suitable exterior and I certainly agree with my old preceptor that "it will come." The American people believe that education is the corner stone of manhood and good citizenship, and next to our public schools, if not before them, the most potent educational factor is our public library. The librarians are respon-

sible in a great measure for the good work which is being accomplished in the dissemination of knowledge and culture among the people, but let me ask, are we not as responsible for our share, as co-workers with them, to perpetuate in lasting masonry the best which in us lies for the same great cause of the education of the people?

What renaissance has failed to find literature and architecture quickened alike? The awakening of a love of the beautiful brings a thirst for knowledge concerning the beautiful; as the records will show, the interest excited by that marvellous assemblage of architectural masterpieces at the Chicago Fair, created a demand on the libraries almost beyond belief for books on architecture and the allied arts.

Every conscientious architect must feel his responsibility to his clients as well as to the people and strive he must, to combine the ideal in convenience with simple beauty in design; my one plea is that such a combination is not only *possible*, but in intelligent hands, should be universal, and if my beliefs, hopes and expectations find sympathy with you, I shall feel repaid in the security of a harmonious co-operation between architect and librarian in the great work which stretches ahead of us into the future.

### THE DEPARTMENTAL LIBRARY.

By JAMES THAYER GEROULD, *University of Missouri, Columbia.*

THE recent discussion of the departmental library system at the University of Chicago and the consequent restatement of the position of that university in reference to such libraries, together with the consideration of the problem in the annual reports of Dr. Canfield and Mr. Lane, have called up anew the question of the expediency of the system. Is the departmental library to be a permanent feature of the university library? Is the highest effectiveness of a library to be secured by a policy of decentralization?

The public library has answered the question, finally, it seems, in the affirmative. Do the arguments which have induced the public librarian to establish branches and delivery

stations apply in the case of the university library? Is the university library of the future to be housed in a single building, or is it to be scattered about in class rooms and laboratories? To my mind, there is no more important question of administration before those of us who are trying to render the university library an efficient instrument of instruction than this.

With many librarians there is an element of necessity entering into the question. Mr. Lane is facing a condition where the library has altogether outgrown its building, and some place must be found where books can be stored and used. The situation is much the same in many other places. Shall the facili-



ties of the library be enlarged by building or shall the books be transferred to the various departmental libraries? Mr. Lane, speaking for his own library, says of the latter alternative: "It would commit the library to an entirely different policy from what it has pursued hitherto, and such a change would be little short of a revolution for this library."

At the University of Missouri we are expecting in the near future to begin the construction of a library building, but, before adopting any definite plans, we are trying to work out the problems that have just been stated, and to make ourselves reasonably sure that we are right before we go ahead.

There are arguments enough on all sides of this question, of which Dr. Canfield says that it has not two sides only, but a dozen. We must premise that no two departments use their books in exactly the same way, and that, consequently, methods of administration must differ. It is generally for the advantage of all, for example, in a university where there is a law school, that the books on private law should be separated from the main collection and treated as a branch library. Similarly medicine, theology and possibly a few other subjects may be withdrawn and administered separately.

In some of our universities one or more of the departments are several miles away from the main body of the institution. It is obviously necessary that the books most used in those departments should be near enough so that the students can have access to them without too much inconvenience and loss of time. In the ordinary institution, however, most of the buildings are grouped in a comparatively small area, and it is seldom more than five minutes' walk from the most remote building to the library. In a condition such as this, and with the exceptions noted above, I am inclined to the opinion that the university is best served by a central library containing the main collection, and small, rigidly selected laboratory libraries comprising books which from their very nature are most useful in the laboratory as manuals of work.

The arguments generally advanced in favor of the system are these:

1. The instructor needs to be able to refer,

at a moment's notice, to any book relating to his subject.

2. The system enables the instructor to keep a more careful watch over the reading of his students.

3. The best interests of the library demand that each division of the library shall be directly under the eye of the men most interested in it, that is to say, the instructors in the various departments; that they should direct its growth and watch over its interests.

That the first and second of these arguments have great weight cannot be denied, but with a properly constructed library building and most careful administration the requirements of both instructor and student can be met quite as well by a central system.

It is, of course, quite impossible for each instructor to have in his office all the books necessary for his work. The duplication necessary for this purpose would be impracticable even for the most wealthy university. He must, therefore, go from his office or class room to the department library and search for the book himself. With the confusion which generally reigns in a library of this sort, and with the lack of effective registration of loans, this is quite often a matter of some difficulty.

At Columbia University the office of each professor is in telephonic communication with the central library. When a book is wanted the library is notified by telephone, the book is found and sent out at once. Within ten minutes from the time that the request reaches the library the book is generally in the instructor's hands. He may lose two or three minutes' time, but the amount lost is more than compensated by the readiness with which others can use the books of the department, and by other advantages to be considered later. At Columbia, too, the system of stack study rooms provides in a very satisfactory way for the second objection. There, as many of you have seen, the stacks are distributed through a series of small rooms, the light side of which is supplied with tables and used for study rooms and for seminar purposes. If the instructor can use the departmental library for his work room, he can certainly use this room to as good advantage, for

here he has the entire collection and not a selected few of his books. I believe fully that an instructor who is sufficiently interested in the reading of his students to watch over it carefully in his departmental library, will find that he is able to keep just as close a relation to it, if his students are working in a central library. He may be obliged to make slight changes in his methods, but the result ought to be the same.

The third argument in favor of the departmental library system is of a different nature. Is the librarian or the professor best qualified to direct the growth and watch over the interests of the different departments of the library? So far as I know, this argument is given more consideration at Chicago than anywhere else. It may be true, in certain cases, that the professor has the greater qualification for this work, but when this is the case it argues that the professor is an exceptional one or that the university has been unfortunate in the selection of its librarian.

It is quite needless to say that the librarian should be in constant conference with the teaching force regarding purchases, but that he should delegate all of his powers of purchase in any given field, admits of the gravest doubt. Laude, in his recent work on the university library system of Germany, attributes a great deal of the success of those libraries to the fact that they are independent and autonomous institutions, enjoying a much greater measure of freedom than is accorded to any similar American institution. Too many professors are apt to buy books in their special field and slight other lines of research in their own subject. For example, a zoologist, who is doing research work along the lines of embryology, is very apt to overload the collection at that point and neglect other equally important lines.

Again, very few instructors, even granting them the qualifications necessary for the work, have the time or patience for it. If the amount appropriated to the department is at all large, a considerable portion of the sum is quite frequently unexpended at the end of the year. Some interesting tables, prepared by Mr. Winsor for his report for the year 1894-95, show that in seven selected depart-

ments the amount of books ordered, including continuations, was only about 50 per cent. of the appropriation, plus one quarter, the allowance for orders not filled. While this proportion would probably not hold good in all departments or in all places, it exhibits an almost uniform tendency and a tendency which must be corrected if a well-rounded out library is to be secured.

The system of departmental control is very sure to create a feeling of departmental ownership, a feeling that the books, bought out of the moneys appropriated to a particular library, should remain permanently in that library, and that any one from outside who wishes to use the books is more or less of an intruder. Pin any one of these men down, and they will admit that the books are for the use of all, but the feeling exists, notwithstanding, and is the cause of constant friction.

The departmental library renders the books difficult of access. If the library is large enough to warrant the setting apart of a separate room for its use, this room can seldom be open for as large a portion of the day as the central library, and when it is open the books cannot be obtained as readily by the great body of the students as if they were in a central building. Most students are working in several lines at once. They are compelled, by this system, to go from one room to another, and to accommodate themselves to differing hours of opening and to varying rules for the use of the books. Then, too, it frequently happens in the case of small libraries that the books are kept in the office of the head of the department, and can only be consulted when he is in his office and at liberty. The difficulty is here greatly increased. I know of cases where even the instructors in the same department have found difficulty in getting at the books, and the library was, in effect, a private library for the head professor, supported out of university funds. If instructors cannot use the books, how can the student be expected to do so?

There is a sentiment, false, perhaps, but nevertheless existing in the minds of many students, that any attempt to use the books under these circumstances is an endeavor to curry favor with the professor. This feeling

not exist in connection with the use of books at a central library.

A book in a departmental library is not by a student in another department, nor does it either go to the department and put the student to the inconvenience of looking for it, or he must wait at the central library while a messenger goes for the book. The need of the book must be very pressing if the student will do either.

The different fields of knowledge were not defined, the departmental system was not a practicable one, but such is not the case. The psychologist needs books bearing on psychology, sociology, zoology and physics, the biologist gathers his data from almost every field of human knowledge, the historian must use books on history and the natural sciences. The system does not help him exceedingly in the selection and use of his material, or it compels the university to purchase a large body of duplicate material and restricts, by so much, the growth of the real resources of the library.

The present system, it seems to me, induces narrowness of vision and a sort of specialization which is anything but scientific. Trending in the same direction is the separation of the student in any given field, into two categories. The undergraduate may need some such specialization, but any student who has gone beyond the elementary elements of his subject should have at his disposal the entire resources of the library. The needs of the elementary student can be met by direct reference to certain books, or by setting aside the volumes required as special reference books and allowing free access to the rest.

A large amount of our most valuable material is found in the publications of scientific and literary societies and in periodicals. In many cases these must be kept at the central library. They will be much more frequently read if the readers are using the central library and availing themselves of the information given in the catalog.

From the administrative point of view, there is nothing impossible in the organization of the departmental system, provided that the needs of the library admit of the increased literature. As Mr. Bishop has pointed out in a recent number of the *Library Journal*,

the element of cost seems to have been utterly left out of consideration in the recent discussions at the University of Chicago. It is possible that, with the immense resources of that institution, they may be able to ignore that factor, but most of us are compelled to reduce administrative expenditures to the lowest point consistent with good work.

Aside from the cost of the duplication of books already noted, necessitated by the division of the books among the different departments, there are the items of space and labor to be considered. It needs no argument to show that there is a great economy of space gained by the consolidation of all libraries, with the exceptions previously referred to, into one central building. An entire room is frequently given up to a departmental library of three or four hundred volumes, when a few extra shelves and possibly a slight increase in the seating capacity of the reading room would accommodate it in the central library. The cost of maintenance, of heating and of lighting is also undoubtedly greater under the departmental arrangement.

The greatest increase in expense is, however, in the item of service. In order properly to control a branch of this sort, an employee of the library must be in constant attendance. The duties and responsibilities of such a position are so small that only the lowest paid grade of service can be employed with economy. The amount necessary to pay the salaries of such persons could, with much greater advantage to the whole institution, be used for the employment of a few specialists, highly trained in different lines, who would act as reference librarians in their respective fields. Our American libraries are, as a class, compared with those of foreign universities, singularly deficient in this quality of assistance. Sooner or later we must supply this lack, and every move which tends in another direction must be examined with care.

The university library exists for the whole university — all of it for the whole university. In an ideal condition, every book in it should be available, at a moment's notice, if it is not actually in use. This should be our aim, and it should be from this viewpoint that we should judge the efficiency of our administration and the value of any proposed change.

## SUGGESTIONS FOR AN ANNUAL LIST OF AMERICAN THESES FOR THE DEGREE OF DOCTOR OF PHILOSOPHY.

BY WILLIAM WARNER BISHOP, *Polytechnic Institute, Brooklyn, N. Y.*

**G**RADUATE instruction and the degree of doctor of philosophy as its reward are not so novel and recent in America as to call for either explanation or definition. Neither are they so old as to require a history. Most of us can well remember when it became a common thing for American universities to have numerous candidates for the doctorate. At the present time there are several hundred students in our universities who are candidates for the doctor's degree and the number is increasing rapidly.

A degree implies a dissertation, or, as it is more commonly and less correctly termed, a thesis. I need not here express any opinion as to the merits or defects of these documents as a class. What I wish to speak of is their value to university and college libraries, and the difficulty of discovering what dissertations are produced annually, and, for reference libraries, of procuring them when discovered. I presume the librarian who knows the specialist's insatiate greed for dissertations, *programmen*, and small pamphlets generally will need no words of mine to bring home to him the need of procuring as many of these documents as he can. Whatever we may say in derogation of doctors' dissertations—and they have their faults—they at least represent long-continued and careful investigation under supposedly competent direction, and the specialist must have them.

It is a comparatively easy task to get him German and other foreign dissertations. The new ones are listed annually and the old ones load the shelves of the second-hand stores of Europe. But to find what is being produced here in this country is by no means a simple undertaking. And it behooves us, unless we tacitly admit that our American dissertations are not worth having, to take some steps toward bettering the present situation.

In order to ascertain the exact condition of things I have selected fifteen representative institutions which confer the degree of Doctor of Philosophy and have studied their requirements and conducted some correspondence with their librarians. These institutions have been selected purely as representing various geographical and educational conditions, and omissions from the list are not to be taken in *malam partem*. They are: (1) Brown, (2) Bryn Mawr, (3) California, (4) Chicago, (5) Columbia, (6) Cornell, (7) Harvard, (8) Johns Hopkins, (9) Michigan, (10) Nebraska, (11) Pennsylvania, (12) Princeton, (13) Stanford, (14) Wisconsin, and (15) Yale.

The majority of these universities require that before the degree is conferred the thesis shall be printed and a fixed number of copies, ranging from 50 to 250, shall be deposited with some officer of the university or in the library. The statistics are as follows:

California requires 150 copies.

Chicago requires 100 copies. "Accepted theses become the property of the university."

Columbia requires 150 copies.

Cornell requires 50 copies.

Michigan requires 150 copies.

Nebraska requires 150 copies.

Pennsylvania requires 250 copies.

Stanford requires 100 copies.

Wisconsin requires 100 copies.

Two institutions, Bryn Mawr and Princeton, require the printing of the thesis, but make no requirement, so far as can be ascertained from the catalogs, that there shall be any deposit of copies.

Johns Hopkins and Pennsylvania allow the thesis to be either written or printed; if printed, Johns Hopkins requires the deposit of 150 copies, Pennsylvania of 250, except under certain conditions which will appear later.

Brown makes no requirement for deposit

or for printing. Harvard provides that one copy either printed or written must be deposited in the library. Yale requires that the "thesis must be deposited at the library for public inspection not later than May 1st" of the year in which the candidate expects to receive the degree.

Of these universities two only, Brown and California, print the titles of theses in the university catalog.

The foregoing statements are taken from the annual catalogs for 1899-1900 of the universities named, except in the case of Pennsylvania, where the statement made in the catalog is supplemented from a letter received from the Dean.

Although I presumed that most of the copies deposited in the libraries of the universities were used for exchange, I wrote to the librarians of those universities which require the deposit of a number of printed copies, making inquiry regarding their systems of exchange and provisions for the sale of copies not exchanged. I received replies from almost all. [These letters were read, the common condition being shown to be that most of the copies received by the libraries were exchanged with foreign institutions and other American universities. Varying conditions ranging from a refusal to sell any copies to a free distribution of copies not exchanged, was found to exist with regard to sale of theses by the libraries.]

It will be seen from these replies that, if a library does not happen to be on the exchange list of the university in which a thesis is written, and if the thesis is not printed in some journal or in the proceedings of some learned society, such a library stands very little chance either of learning of the publication of a thesis or of procuring it from the author or from the university. That this is not much of an affliction in most cases I cheerfully admit. Still the small colleges which deliberately refuse to attempt graduate work—and, be it said to their honor,

there are not a few of these—and the large reference libraries which do not publish, have as much need of certain theses as the large universities, and they have no means of getting them easily.

It appears to me, and I trust to you, that, if our American dissertations are worth anything, if they are valuable enough to preserve, if they are real contributions to knowledge—and I believe that they are all of these—then it is worth while to secure the publication of some list which will tell librarians and specialists where to go to get copies, either from the author or from the university. It should not be difficult to secure co-operation in this matter. The number of theses printed and deposited in any one university in any one year is not large, and it certainly would not be a burden of alarming proportions to send titles to some central bureau. The difficulty will be to secure an editor and the funds for publishing the list. It would seem to me that some one of the large institutions whose libraries publish bulletins and other matter, or possibly the Library of Congress might assume the expense as a matter of patriotic service to learning in the United States. And it might not be out of place for this section, should it care to follow up the matter, to enter into communication with them on the subject. It might be also, that some enterprising publisher would be glad to undertake the task of both editing and publishing, if it could be shown him that he would thus do a favor to American libraries.

One final word should be said before closing. The inevitable delays incident to the publication of such a list would be more than offset by the delays in publishing theses. Many a man is called "Doctor" who has never received his diploma for that degree because his thesis remains unpublished. The laxity in this matter in some quarters is very great. It may be that such a publication of titles as I have proposed might perceptibly hasten the publication of theses.

## OPPORTUNITIES.

BY GRATIA COUNTRYMAN, *Minneapolis (Minn.) Public Library.*

IF I were to sum up in these short moments the opportunities which lie before library workers, it would have to be an epitome of all that has been said at this conference and all previous conferences, and of all that has been written on library extension and influence. Even then the opportunity which lies before you might not even be mentioned.

I will not even try to enumerate the almost endless ways in which library usefulness may express itself, for these various ways are, after all, only different directions in which to use our one great opportunity of service to mankind.

May we not think of a library as a dynamic force in the community, to be used for lifting the common level. There are so many forces at work in the nation pulling down and scattering; but the hundreds of large and small libraries dotted over the country stand for social regeneration, stand for the building up and perfecting of human society, stand for the joy and happiness of individual lives. And no matter how limited seems our own small field, it is a piece of the great domain of helpful activity.

It is not always easy, after a hard and tiresome day of small and perplexing duties, to see beyond our wall of weariness. Yet nothing is more restful than to feel that we are contributing our part to a great work, and that we, in our place, are a part of one of the great building-up movements of the century.

I will not soon forget what Mr. Lane said in his president's address at the Atlanta conference. I would like to quote largely, but this sentence serves. He said: "What a privilege that we are always free to place ourselves at the service of another. Most professions are so engrossed by their own work that they have no time to serve the needs of others, but it is the *business* of the librarian to serve. He is paid for knowing how."

It is peculiarly true that the librarian's business is to put himself and the library under his custody at the complete disposal of

the people. It is his *business* to watch their interests and to think in advance for their needs.

The librarian must have, in Mrs. Brown-ing's words,

"... both head and heart;

Both active, both complete and both in earnest."

Our opportunities, then, are not something which lie to one side, to be especially thought of, but are the very heart of our business—of our profession.

I have been wondering if there is not an element of discouragement to the librarian of the small library, in such a conference as this, or even to us who fill subordinate places in large libraries. We get so many new ideas, we get so many plans which other libraries are putting into operation. We know we cannot put them into practice, we know well enough that we shall go home and do just what we have been doing, with small quarters, with cramped revenues, with possibly unsympathetic trustees who take unkindly to our new-born enthusiasm. There seems to be the possibility of so much, but the opportunity for doing so little, and then our limitations seem more apparent than our opportunities. The assistant in the larger library says, "I wish I could be the librarian of a small library, they have so much better an opportunity for coming into close contact with the people," and the librarian of the little library who does her own accessioning, cataloging, record keeping, charging, reference work, etc., with one brain and one pair of hands, says, "Oh, if we were only a little larger library, with more money, and with more help, I might do so many things that other libraries do."

Carlyle says, "Not what I have, but what I do, is my kingdom," and I take that to mean in library work that my opportunity is not what I could do if I held some other position in some other library, but what I can do under present conditions with present means. Success does not lie with those who contin-

ually wish for something they haven't got, but with those who do the best possible thing with the things they have. "It is not so much the ship as the skilful sailing that assures a prosperous voyage." It is not so much a great collection of books and a fine technical organization as the personal character of the man or woman who stands as a bridge between the books and the people. Your opportunity and mine does not lie in our circumstances, but in ourselves, and in our ability to see and to grasp the coveted opportunity. We are reminded of the pious darkey who prayed every night just before Christmas, "Dear Lord, send dis darkey a turkey." Christmas came dangerously near, and there was no prospect of a turkey. So the night before Christmas he grew desperate, and prayed, "Dear Lord, send dis darkey a turkey." That night the turkey came. Even so it is with our opportunities.

There are three classes of people toward whom the library has a special mission: the children, the foreigner, and the working classes.

1. As to the children, we have been hearing considerably about them in this conference. Mr. Hutchins in the Wisconsin meeting said that a good book did more good in a country boy's home than in the city boy's. When the country boy takes a book home he and all his family devour it, but the town boy reads his book and exchanges it, and no one in the house perhaps even knows that he has read it. Well, that is a subject for thought. If his family or teachers do not watch his reading, it becomes a serious thing for the librarian who chooses and buys his books for him. Perhaps the library is not large enough to have a children's department or to send books into the schools, or to do any specialized children's work, but it can make judicious selection of books, and being small can know individual cases among the children. It is not so hard to find out the children one by one who need some care and interest, to learn their names and to find out something about their families. They say that letters cut lightly in the bark of a sapling show even more plainly in the grown tree. A boy whom no one has reached comes into your library. By a little watchful care he reads some wonderful life, learns some of the marvellous forces

in God's creation, opens his eyes to the glowing sunsets or to the springing blades of grass; suddenly knows the dignity of human nature and his own growing self. His aspirations are born, his ambition is awakened, his life is changed. Library records have not one, but many such cases.

The home library is a method of reaching children which is not used enough by the smaller libraries. Branches and stations may not be practicable, but a group of 15 to 25 books taken into sections of a town by some friendly woman, on the plan of the home libraries, could be carried out in almost any town. The librarian might not have time, but she could find people who would do it, if she set the work to going.

2. As to the foreigners, Europe has used us for a dumping ground for considerable moral and political refuse. We have the problem of making good citizens out of much wretched material, and next to the children there is no greater opportunity for the library. Even the smallest library ought to study ways and means of getting at the foreign element. It would almost pay to make a canvass of the town, to see that these people are reached and that they know about the library. If books in their own language are necessary to draw them, then it is the best investment you can make.

3. But in reality the library does its great work among the mass of common working people. It is the quiet side which makes no showing, but it has always been the telling side. From the common people spring most of our readers. They do our work, they fight our battles, they need our inspiration. For them you make your libraries attractive, for them you make careful selections of books—the student does not need your pains—for their sake you identify yourself with every local interest. You fix your hours for opening and closing to accommodate these working people. You make your rules and regulations just as elastic as possible, that they may not be debarred from any privilege. They do not ask favors, but after all this great mass of common people whose lives are more or less barren and empty are the ones to which the library caters in a quiet, unadvertised way. It is the great opportunity which we scarcely

think of as an opportunity at all. It is just the daily routine. Millions of people know little more than a mechanical life, what they shall eat, drink and wear. Many can touch their horizons all around with a sweep of their hands, so narrow is their circle. They live in the basements of their spiritual temples, and never rise to the level of their best ability. They have no joy of life, of abundant life. The library performs a great service to society when it has furnished information to the people, when it has been an educational factor, but it has performed a greater one when it has awakened a man and put him into possession of his own powers.

Well, this is not a very specific setting forth of the ways in which we can extend the work of a small library. The way must vary greatly with the conditions, but the spirit of the work runs through all conditions. If I should name the qualifications of a good librarian, I would give them in the following order, according to importance:

1. Genuine character, with broad natural sympathies.
2. Courteous, kindly manners.
3. Education, general and technical.

Any such librarian, with only a fairly equipped library, will find her opportunity at her hand.

### SOME PRINCIPLES OF BOOK AND PICTURE SELECTION.

By G. E. WIRE, M.D., LL.B., *Worcester County (Mass.) Law Library.*

1. *Books and pictures should be suited to the constituency.*—This may seem so trite, so self-evident as to need no statement, much less any argument to support it. But on sober second thought, all will agree that it needs constant reiteration and appreciation. All of us are familiar with libraries—of course not our own—in which we detect glaring inconsistencies in book selection. The story used to be told of one library commission that in its first epoch it used to send the books on agriculture to the sea-coast, and books on fish curing to the hill country. This is now strenuously denied but there may be more truth than poetry in it after all.

In the case of large, 50,000 v. libraries and over, less care need be taken, both on account of expenditure of money and on account of worthlessness of the book itself. A few hundred dollars' worth of rubbish, more or less, does not count and almost any book no matter how poor comes in use some time. But in the case of the small, 5000 v. library or under, with little money to expend and the whole realm of knowledge to cover, it is different. Of course the covering will be scanty and thin, but it will do for the first layer. They should buy but few books in philosophy and religion, more in sociology, only the latest and most popular in the arts and sciences, comparatively fewer in literature and more in history, biography and travel.

Of course fiction, adult and juvenile, must also be bought and at first a disproportionately larger amount in many cases. Too much reliance should not be placed on what some larger library has or on what the neighboring library has.

Avoid imitation and duplication, especially the latter. Now that inter-library loans are coming in, each small library in the more thickly settled portions of the country may be able to supplement its neighbor. Travelling libraries should also help out the smaller libraries which can ill afford to sink a large part of their annual book-fund in evanescent fiction, which soon moulds on the shelves.

As the commissions become better organized, they should also be able to send expensive reference works for the use of study clubs, and so help the small libraries all the more.

The needs of the constituency should be carefully studied and the most pressing should be attended to at first, others can wait. As to buying technical books for those engaged in manufacturing, I think a more conservative policy is now favored. Better wait a while and feel your way before spending much on these high priced books which rapidly go out of date. Theoretically the operatives of a cotton mill should be much interested in all that relates to cotton, but practically when their hours of drudgery are over they are



more inclined to a novel, if inclined to read anything. And how much encouragement have they to read in most factories? Better begin with the owners, who may be on your board, or the superintendent, who may live on your street. As liberal purchases as possible should be made in reference books—always selecting the latest and freshest to start on. For example Seyffert's "Antiquities," Bulfinch's "Age of fable," and Murray's "Mythology" will serve better than Smith's books, now out of date and expensive beyond all return for the money invested in them. More will be said along this line under head of cost. Of course in a library of this size, no foreign books should be bought other than perhaps some fiction.

I thoroughly believe in America for Americans. Foreigners would not buy our books under the same circumstances and why should we buy theirs? Reciprocity is good policy. Even in the case of English books most of those on geology, botany, zoology, on fishing and hunting, are valueless to us, by reason of climatic, or other local conditions. Their local history and antiquities are quite as unprofitable for most of our public libraries.

2. *As to the matter of outside experts.*—Most of us have seen bad examples of the work of outside experts, in fact I think we are safe in saying there are more bad than good examples. In the case of arts and sciences it is quite the fashion to refer the book list to the nearest high school or college professor, with the idea that in his line he knows all there is to be known about these books. In some cases he is practically given *carte blanche* and his selection is bought without a murmur. The natural consequence is that in many libraries are to be found high priced technical works of momentary interest, fit only for class-room or laboratory use, too deep for general reading and soon out of date. Most of these so-called experts are not even competent to select works for their own department, let alone the public library.

Personal bias, the quarrels of investigators, loyalty to instructors, jealousy of other workers in the same lines are powerful factors which far outweigh the question of real merit. In New England many of the libraries are overloaded with good, blue, orthodox the-

ology, bought on the suggestion and for the sole use of the dominie who was on the library committee. It was a glorious opportunity for him and it has rarely been neglected. These libraries are now really addicted to this habit; it has become a species of intoxication with them and they continue the pernicious practice.

3. *Choice by committee.*—One of the latest fads is selection by voting or by committee. This usually results in a mediocre selection, all the really good books or pictures being left out, or else a preponderance of votes for a few favorites. Voting choice is seen in the list of books sent out each year from New York State Library as a result of voting by members of the New York State Library Association. This is a list of the 50 best books for a village library from a list of 500 books, including fiction, adult and juvenile. Of course fiction takes a large per cent., while the remaining few books make a most patchy lot. The first list is too large and the last list is too small. Another publication by the Regents of the State of New York is a list of pictures for schools—not so much selected as neglected by a jury of 75 persons. Between religious prejudice, prudishness, peace policy and finical art criticism only the husks of architecture and stately ruins are left for the youths of the Empire State to gaze upon. Think of leaving out the "Sistine Madonna," "1807," "Christ in the Temple," "Queen Louise" and the "Horse fair." Some of these were omitted in cold blood because they were "poor and popular" and "pupils would like them and should not." Most of us, however, have gotten beyond the idea of trying to make people read George Eliot when they want Mary Jane Holmes. Nothing I have seen in the nature of criticism is so cold, hard and repelling as this. It is to be hoped no other state will follow this example, but that is just the perniciousness of such lists made out by people who are supposed to be experts, but who too often fail worse than common mortals. This whole matter of selection by committee is virtually begging the question of individual responsibility.

4. *Choice by librarian experts.*—This seems to be the most satisfactory solution of the problem. It is true that many if not most

of the existing small (5000-10,000) libraries have not or can not afford a trained librarian. But it is also true that more and more are employing trained people as organizers and an increasing number are retaining their organizer as librarian. It is their study and their business to know what books are best suited to the needs of the community. Even should we go beyond that into the larger public library, the reference library or the college library I still hold that the librarian is the best judge of books for the library. His taste is sure to be more catholic, wholly unbiassed and he makes a more even and better rounded selection on the whole. In the small public library he is able to carefully study the constituency and then knowing what books are standard in other places he makes the necessary allowances for the case in hand. The time has, I trust, wholly gone by when the local editor, local clergyman, and local schoolmaster have the pleasure of picking out their favorite books, or of ordering "standard sets" or the "classics" in history and literature at the public expense. Most of these books are on the shelves to-day faded but not worn, the leaves not even cut and usually only the first volume slightly used.

Of course books in useful art and sciences were largely overlooked. Nowadays library committees are turning more and more to the librarian, knowing that he has made a study of book selection and that they will get better results to leave it with him. This is as it should be and the librarian should not lower himself by going outside for assistance on any line. I count it as slipshod and a confession of ignorance for any librarian to tag around after outside "experts." Let him study up his subject and master it himself. There are only a few in which he cannot easily surpass outsiders, and profiting by his knowledge of the many, which enables him to do that part quickly and easily, let him pay more attention to the hard and less familiar subjects. The librarian who delights in religion, philosophy or folklore says of lists on biology, botany, steam-engineering or sanitation — "I leave all that to Professor So and

So — of course he knows all about it." Why should he, more than the librarian? What is the librarian for, if not to know things? Is it not time to turn from the material things and concern ourselves more with a higher standard of scholarship and more outside work in our profession? And for the small libraries of 5000 v. or under there are the library commissions who are supposed to, and do, advise them. There is difference with the commissions, some are in closer touch with the local situation than others, some are more conscientious than others about costly books, and some are given to this "expert" business which I have named, but on the whole they are doing good work and bid fair to do better.

5. *Matter of cost.* — This should be carefully considered. I hold it to be little short of criminal to recommend high priced books for libraries of limited means. By high priced books I mean those costing over \$5 a volume. This of course does not apply to reference books. And yet in one annual list such books constantly appear, as not only suggestions but, considering the source, as recommendations or even commands. I am thankful the Wisconsin Library Commission has taken up this work systematically and is doing all it can to discourage such foolish waste of money. The worst example is the "Encyclopædia Britannica" now from 25 to 10 years behind the times and never a satisfactory book of reference at its best. Take De Bry's "Mycetazoa," it stands on the shelves of dozens of libraries, leaves uncut, totally unused, each copy meaning at least four dollars wasted money. These are only given as an example — there might be hundreds of them. There are scores of books now published and more coming out every day on various questions of philosophy, sociology, science, art and particularly literature and history priced from \$1 to \$2.50 which are far superior for practical purposes to the heavy weight monographs at \$5 a volume and upwards. You thus get two or three books on the same subject for the money, and in a small library this is a vital question. The money must bring in the largest possible number of good books.

# BOOK REVIEWS, BOOK LISTS, AND ARTICLES ON CHILDREN'S READING: ARE THEY OF PRACTICAL VALUE TO THE CHILDREN'S LIBRARIAN?

BY CAROLINE M. HEWINS, *Hartford (Ct.) Public Library.*

A CHILDREN'S librarian has three sources of reliance in the choice or purchase of books. They are: 1, Book reviews in current or earlier periodicals; 2, Lists, graded or ungraded, for libraries; 3, Articles on children's reading in books or periodicals.

1. The children's librarian, or any librarian, who orders children's books from reviews often finds the books entirely different from what the description has led her to suppose. Even if there is no positive untruth in a notice, it is often misleading from the lack of a standard of comparison with the best books for children.

The papers oftenest taken in a country household or small library are a daily or semi-weekly from the nearest large town or city, a religious weekly, and an agricultural weekly or monthly, sometimes all three, oftener only one or two, and it is from the notices and advertisements with quoted notices in these papers that estimates of books must often be formed. Libraries and library trustees who send book lists from such sources as these to a state public library commission are often surprised that they do not receive what they ask for, and write anxious inquiries as to why certain books have not been bought. "There surely can be no objection to them," they say, "for we took the titles from reviews in the—or—or—," naming denominational papers. Now, lest the Children's Section should be accused of unfairness and denominational prejudices, I shall quote no reviews from these papers, except one which came from a leading religious weekly taken by the household in whose pew I have a seat. It is of Eden Phillpotts' "Human boy," a series of sketches of English schoolboy life, which is dismissed with this remarkable sentence: "The scene here, too, is in the west, and various hunting experiences are recorded." The librarian who

orders that book for boys greedy for big game will be disappointed!

Such a mistake as this is not common, but reviews in both religious and secular papers are often perfunctory and meaningless. One reason of this is that many books are published for the Christmas trade, between the 15th of September and the 15th of December, when they come into newspaper offices with a rush, until they are piled in stacks on the desk of the hapless reviewer, and hastily noticed, sometimes by title only. In a new edition of Elizabeth Sheppard's fine, but forgotten novel, "Rumour," whose keynote is the quotation from "Lycidas" on the title-page,

"Fame is no plant that grows on mortal soil,  
Nor in the glistening foil  
Set off to the world, nor in broad Rumour lies,  
But lives and spreads aloft in those pure eyes  
And perfect witness of all-judging Jove,"

the reviewer did not understand the meaning of the lines, and called the book "a good example of the working, influence, and effect of rumour." On one of our own local papers not long ago there was a review of Mrs. Barr's "Maid of Maiden Lane," which was referred to as the sequel to her "Beau of Orange River." Even in newspapers fortunate enough to command the services of specialists for history and science, and an additional critic for novels, the children's books are hastily noticed, sometimes by the youngest reporter in his spare minutes. In smaller offices the task of reviewing all books falls to the hard-worked editor, who is, like Jacob Riis, also his own "reporter, publisher and advertising agent," but whose sense of literary values is often not in proportion to his knowledge of state politics or local reforms.

It is unfortunate that in the newspapers of as high a class as the *Outlook*, *Independent* and *Dial* the notices of children's books are often carelessly written, and show the lack of a standard of comparison. In the *Outlook*

for Nov. 27, 1897, Richard Pryce's "Elementary Jane," a most unchildlike book, is classed among books for children, and "Pansy" and "Elsie" are recommended in other numbers.

In the *Independent*, where notices of books for older readers are written with discrimination, Ellis's "Klondike nuggets" is described: "Full of lively adventures and exciting experiences, and is told in a straightforward, off-hand style just suited to the purpose." (Oct. 6, 1898.) There is nothing absolutely untrue in this, but there is nothing to guide a reader in comparing it with better books. One of Alger's heroes is mentioned as "An admirable boy with wonderful ability to take care of himself" (Oct. 20, 1898), and a book by Stratemeyer as "a stirring tale, told with enthusiasm." (Oct. 6, 1898.) Stratemeyer is an author who mixes "would" and "should," has the phraseology of a country newspaper, as when he calls a supper "an elegant affair" and a girl "a fashionable miss," and follows Oliver Optic closely in his plots and conversations.

Mrs. Cheever's "Little Mr. Van Vere of China," with its cheap sentiment and well-worn plot of a stolen child coming to his own at last, is commended as "well made, well illustrated." (*Dial*, Dec. 6, 1898.) A notice in the religious paper mentioned above says, "He is a thoroughly fascinating little fellow, and his story is told most acceptably." One of Amanda Douglas's tales is spoken of as "A story with a fine moral influence, yet not preachy, in the end leaving in the reader's mind the sense of having been in good company." (*Independent*, Dec. 15, 1898.)

One notice of "Elsie on the Hudson" is: "The multitude of young people who have read the Elsie books, by Martha Finley, will eagerly welcome this volume by the same author. It has to do with American history in the days of the Revolutionary war, and the style is simple and pleasing." In another: "Miss Martha Finley continues also the instruction which is mixed up with that young woman's experiences." (*Dial*, Dec. 6, 1898.)

It is, I think, the same periodical, though I have not been able to verify the quotation, which commends Harry Steele Morrison's "Yankee boy's success" thus: "The book is interesting, full of push and go. Boys will

read it with a gusto; yet they must remember that what this lucky Yankee boy did is not what they all can do." Another number which puts a just estimate on Master Morrison as a "very unlovely and unpleasant sort of boy, whose impudence and enterprise ought later to fit him for a place on a yellow journal," entirely mistakes the purpose of Pugh's "Tony Drum," a realistic story of London slum life, and classes it as a book for boys. (*Dial*, Dec. 16, 1898.)

The *Outlook* says of Frances Hodgson Burnett's mawkish "Editha's burglar," which was well parodied in *Punch* by Anstey in his "Burglar Bill": "This story of the queer, loving little girl and her daring and successful effort to protect her mother, and the equally queer burglar, is too well known in play and story to need comment." (Dec. 10, 1898.) This story is in almost all library and school lists, even the best selected and classified. The same number calls "Mr. Van Vere" "a charming story." (The adjective is used for four different works for young people in that week's grist.)

Even Noah Brooks, in a signed article in the *Bookbuyer* (Dec., 1898), gives praise to Drysdale and Stratemeyer, commends the uninteresting Chilhowee books, refers to Pansy's as "strong and helpful," and one of Amanda Douglas's as "rich in chastened and refined sentiment." He mentions Oliver P. Tunk's "Awful alphabet" as "a fit companion for 'A coon alphabet.'" Perhaps it is, but when libraries and schools are circulating Jane Andrews's "Seven little sisters" to teach the brotherhood and sisterhood of all nations, and teachers, in the language of Professor Thurston, of the Chicago Normal School, are "encouraging each nationality to contribute the best it has of song, story, game, home customs and occupations to the life of the school," it is wrong to buy a book for a white child in which black children are held up to ridicule, as they have been many times in *Harper's Young People*. "Blackberries" and "Comical Coons" are also recommended in the *Dial* (Dec. 16, 1897), where Gertrude Smith's "Ten little comedies," a book entirely different in spirit from her "Arabella and Araminta" stories; Marion Harland's "Old-field school girl," which has a story of

horrible cruelty of a schoolmaster to a child, and is not meant for children; the silly "Elaine" book, and the equally silly and sometimes coarse "Father Goose" are favorably reviewed.

The *Nation's* reviews of children books have lately not been up to the old standard, as for instance a review of Sydney Reid's would-be funny "Josey and the chipmunk" (Dec. 13, 1900), which is called "a perfectly delightful child's book, nearly as good as the 'Alice' books, and, indeed, might be pronounced quite as good if Lewis Carroll, like Shakespeare, had not 'thought of it first.'"

It will be seen by these instances that reviews help children's librarians very little, and that it is impossible under present conditions for a library to determine the worth of a book without seeing it.

2. There have been in the last 25 years many lists of children's books by libraries, schools, denominational societies and other organizations. The earlier lists, although interesting to a student of the evolution of the Children's Section, have so many books out of print or superseded that they do not concern us now, except in that they are not made for very young children, and often have a profusion of material which is over the heads of boys and girls below, or even in, the high school age. Some of them are made from hearsay or from other book lists, without an intimate knowledge, or indeed any knowledge at all, of books recommended, as in the following instance: A paper read at a library meeting and afterward printed in the report of a state librarian describes the "library ladder" as "a list of books beginning with a tale of adventure. From this the reader's attention will be drawn to the next in order, leading on and out, until finally the child will be unconsciously delving into the mysteries of science; for example, we could first take Butterworth's Indian story, 'The wampum belt'; next, Brooks's 'Story of the American Indian'; from this lead to Bancroft's 'Native races,' and finally various United States histories."

Any one who has ever seen the five ponderous volumes of Bancroft's "Native races of the Pacific States" knows that although it has some value as a work of reference, not

as a history, for older readers, it is entirely useless as a stepping-stone for children, who can easily go without its aid from Brooks's, or better, Grinnell's "Story of the Indian" to a good one-volume United States history, or even to John Fiske or Parkman. It is no more meant for boys and girls than the other thirty-four volumes on the history of the Pacific coast completed by Bancroft and his corps of assistants.

Some tests of a library or school list are: Are the books in it chosen for their permanent value? Has the maker of the list read them? Will it tell an overworked teacher or librarian what the best modern straightforward stories in simple English are, the best life of Lafayette without any long words like "evacuation," or the best account of a salamander in language that a child of 10 can understand? A list for teachers is not a help in choosing books for children, unless from the point of view of child-study, which has another place than on the shelves of a children's room.

"In one list the "Dotty Dimple" and "Flaxie Frizzle" books are recommended for the third-reader grade. Children who are in this grade cannot read the ungrammatical baby-talk easily, and if they could it would demoralize their English.

Another has for the seventh grade a part of the "Library of wonders," translated from the French, and out of date 20 years ago. Teachers should be careful in buying books of popular science that they are modern, and also written in a style that makes them attractive to boys and girls. In a long experience in libraries I have never found that boys and girls liked the "Library of wonders."

A third, for children under 10 years of age, includes Miss Plympton's "Dear daughter Dorothy," and even in one of the best and most recent graded lists it is annotated as a "story of devotion and comradeship between a father and his young daughter." Now "Dear daughter Dorothy" is the best specimen I have ever seen of a kind of book to be kept out of libraries and homes, the story of a little eight-year-old girl, who has the entire control of the \$1200 earned yearly by her father, a bookkeeper with literary aspirations. He is arrested on a charge of em-

bezzlement, found guilty in the face of his daughter's testimony, but at last acquitted through the confession of the real criminal, and he and that important little personage, Dorothy, who takes all hearts by storm, sail for England escorted to the ship by a crowd of admiring friends, including the judge who sentenced him.

The next list has Mrs. Burnett's "Little Saint Elizabeth," a morbid tale, and with it a reproduction of "Prince Fairyfoot," a story which the author read when she was a child in a book that she never could find again. In order to understand the pertness and flippancy of her style in this story, one has only to compare it with the original, reprinted within a few months in Frances Browne's "Wonderful chair," or "Granny's wonderful chair," as it is called in one edition. A few lines in the simple, direct English of the old fairy tales, are expanded by Mrs. Burnett into eight or 10 pages, with attempts at wit and allusions to unhappy married life, which should be kept out of books for children.

The same article in the *Nation* which gives high praise to "Josey and the chipmunk" thinks "The wonderful chair" prosy, but I have tested it on children who do not enjoy stories unless they are simply told, and have found that it holds their attention.

Books on differences of religious belief, books written in a style or on subjects beyond the years of boys and girls, scientific books that are inaccurate or out of date, books that make children despise their elders, or have an overweening sense of their own importance, and books that are cheap, slangy, flippant, or written in bad English, dialect or baby-talk, should have no place in a school list, and books on poor paper and in poor type and binding should also be kept out. There are books that tell stories of wholesome, well-bred children; fairy tales in the simple, old-fashioned style; out-of-door books that are not dull or aggressively instructive; and selections from the best poetry to choose from. There is room yet for the right kind of histories that are interesting without being babyish, and accurate without being dull.

Lists are often made in entire ignorance of the limitations of the children who are to use the books recommended in them. A well-

intentioned paper suggests for children of eight or over Ebers' "Uarda" and Thiers' "French Revolution" as attractive historical works. In science it mentions Hooker's books, which are quite out of date, and in biography Lockhart's Scott and Forster's Dickens, which not one boy or girl in a hundred would read through, great as is their charm. Bryce's "American commonwealth" is also named. This list has either been made up from books that the compiler has heard of as classics, or else she is not in the habit of associating on familiar terms with boys and girls, even of high school age. This paper recommends Sophie May for very young children, and also the "Story of liberty," which a mother in the *New York Times* says is in the library of her daughter of eight. This is a mother who would not allow a child to read Scott's novels till 14 or 15, and thinks Dickens too sad for even that age!

The hundred books recommended in the *St. Nicholas* for March, 1900, made up from many competing lists, are nearly all good. A few, like Mrs. Richards' "Captain January," Mrs. Wiggins' "The Birds' Christmas Carol," and Munroe's "Through swamp and glade" have no permanent value. If one of Munroe's books is to be included it should be "The flamingo feather," or "Derrick Sterling," both of which are well worth reading many times and are great favorites with children. The defect in the list is the same just spoken of, that too many of the books are for boys and girls from 10 to 14 years old of bookish families, and that little attention is paid to younger or less carefully trained children.

One list puts into the first primary grade, or fourth year of school, for children nine or 10 years old, Abbott's "Cyrus," "Darius," "Xerxes," and other heroes, and Fiske's "War of independence," all of which are entirely beyond the grasp of 499 children out of 500 under 12 or 14. Lists should be shorter, and not too closely divided. A division, "Easy books," should include whatever children need until they can read without difficulty, and should contain books like Longman's adapted stories from the "Blue fairy book" and the earlier volumes of the "Ship" English history, Baldwin's "Fifty famous stories retold"

and Eggleston's "Great Americans for little Americans."

In one case where books are not classified by grade, Horace Bushnell's "Woman suffrage," Hinsdale's "President Garfield and education," and Wright's "Industrial evolution of the United States" are in the same class with Emilie Poulsson's "Through the farmyard gate," with no discrimination as to the age for which any one of the four is intended. Three are beyond the understanding of boys and girls below high school age, and if in school libraries should be for teachers only, and the fourth is a book of kindergarten stories.

A book which is often commended by teachers and librarians is Coffin's "Story of liberty," which I said nearly 20 years ago "is so fierce in its Protestantism and so bloody in its details that it causes pain to many a sensitive child." The pictures are too horrible for a child to see, and the book, like any other which wars against any form of religious belief, should not be allowed in a public school.

Some lists admit the "Elsie" books, tearfully sentimental and priggish, where the heroine is held up as a saint and martyr for refusing to obey an entirely reasonable request of her father, and where money, fine clothes, and love-making at an early age hold too prominent a place.

In one list, one of Mayne Reid's books is annotated, "To read carefully any volume of this author is to acquire a considerable knowledge of the trees, the flowers, the animals, the insects, and the human creatures existing in the region where the story takes place." In Mayne Reid's "Desert home" maple sugar trees are tapped in the autumn and yield nearly a hundred pounds of sugar. Emerson's "Trees and shrubs of Massachusetts" states that although sap will flow in summer and early autumn, it has but little saccharine matter. Mayne Reid's stories as stories are delightful for children to read, but should never be used as aids to geography lessons.

One library offers its boy-and-girl readers Bushnell's "Moral uses of dark things," Mrs. Campbell's "Problems of poverty," Ely's "Labor movement in America" and Shinn's "Mining camps."

The lists made by James M. Sawin, of

Providence, are good and suggestive, but better for older than younger children, including, however, for beginners in reading some excellent old favorites like Mrs. Follen's "Twilight stories," and for children a little older a book that ought to be in print, Paul de Musset's "Mr. Wind and Madam Rain."

The Milwaukee list for children under 10 is good for the most part, but includes "Dear daughter Dorothy" and "Editha's burglar."

Mrs. Whitney's list of "Books not usually selected by young people" (first published in the *Bulletin of Bibliography*) is for the most part beyond the grammar-school age, including such books as Sismondi's "Literature of the south of Europe" and Ragozin's "Vedic India." It is unclassified, good and not too American.

The Buffalo Public Library lists are the best that I have found, thoroughly practical, well chosen, and in the pamphlet entitled "Classroom libraries for public schools" well graded as far as one can judge. The grading of schools varies so much in different cities that it is impossible unless one knows exactly what "four" or "eight" or "nine" represents to say whether books are suitable for it. A list of this kind cannot be made without a thorough understanding between librarian and teachers, a thorough knowledge of the condition of the schools and the home-life of the children on the part of the librarian, and a knowledge of books on the part of the teachers.

The graded and annotated list from the Carnegie Library of Pittsburgh is for teachers, not children, and has many suggestive notes, but will bear weeding.

Many lists are almost entirely American, and seem at first sight narrow and one-sided. A little thought and knowledge of the conditions under which they are made shows the cause of this apparent fault. City lists are made for schools which are full of children of newly-arrived emigrants, whose first desire, as soon as they can read English at all, is to know something of the great free country to which they have come. It is to supply this demand that many simple United States histories and historical stories relating to this country have been put upon the market in the last five years, almost to the exclusion of other books of the kind. Teachers and librarians should remember in making lists that

there are other countries in the world, and good histories of them, like Longmans' "Ship" series.

The books suggested by public library commissions are usually published in this country, partly for the reasons that it is easier to find them, that they are cheaper than imported books, and that they are in demand in small libraries. The New York State Library lists are of this kind, and the books for children are carefully chosen as far as they can be from this country alone.

With regard to scientific books for children, the Springfield (Mass.) City Library has printed a short list of books on science and useful arts that children really enjoy. This list has been prepared by the children's librarian in connection with the supervisor of science in the Springfield public schools and an out-of-town librarian. The list is the best I have seen, but is open to criticism on account of one or two of the books being out of date. The list for third-grade teachers compiled by Miss May H. Prentice for the Cleveland Library is excellent for supplementary reading and nature-stories and poems.

3. The value of articles on children's reading is variable, but a fair specimen may be found in the *Contemporary Review* for June, where H. V. Weisse states in his "Reading for the young" that a generation ago the number of published books was small, magazines were high in tone, and in the realm of juvenile literature Ballantyne was "monarch of all he surveyed." On account of the limited supply of children's books, boys and girls were thus driven to standard authors. "Now magazines and so-called 'historical stories' are issued in such quantities that young people read nothing else. They should be trained to better things, and teachers and mothers should read to their children and see that they read good books for themselves, if need be rewarding for a clear reproduction of the sense of any good book, never punishing for a failure to understand, at first hearing or reading, that which involves 'a new form of mental effort.'" We have all heard something like this before! Even Agnes Repplier, with her charm of style and her denunciation of the "little Pharissee in fiction," and the too-important Rose in Bloom in contrast to the well-kept-under

Rosamond, makes few suggestions of books which are good for children to read.

The reading lists in the *New York Times* are based on the experience of the writers, who have often been precocious, over-stimulated children of bookish families without companions of their own age, and have no idea of the needs, wants and limitations of the public library children of to-day, many of whom have few or no books at home. "I have quite a library," wrote one such child. "I have three books, Longfellow's poems, a geography, and a book of fairy tales."

A dreamy boy like "The child in the library" of a recent *Atlantic Monthly* and the keen little newsboy who snatches a half hour after school is over and he has sold his papers to spell out a simple life of Columbus or the "Story of the chosen people" have little in common, and need different books, but they both need the very best of their kind.

A book reviewer or maker of book lists for children should have an intimate knowledge of the best books which have been written for them, and the unconscious training which this knowledge gives in good taste and a critical sense of style. He (or she) should have also the intimate knowledge of all sorts and conditions of children and their limitations that a teacher or a settlement worker or a wise mother has. More than 20 years ago, in the meeting of the American Library Association in Boston, Mrs. Kate Gannett Wells said: "I would like to have mothers prepare lists, whose headings should vary from any yet given; such as: books that make children cry; books of adventure for unexcitable and unimaginative children; unlovesick novels."

The best reviews of children's books ever written in this country were the work of a woman and a mother—Lucy McKim Garrison, who, in the earlier volumes of the *Nation*, put into her work broad-mindedness, high ideals, and an understanding of children. It is such work as this that should be a model for the reviewers and a guide to the librarians of to-day, and one of the most important duties of the Children's Section is to insist upon higher standards, both in reviewers and through them in the writers of children's books, and upon trained critical knowledge in the makers of children's lists.



## BOOKS FOR CHILDREN:

## I. FICTION, II. FAIRY TALES, III. SCIENCE.

**I**T seems to have been fairly demonstrated that we have as yet no proper standard of values to guide us in the selection of children's books. Reviews fail: they either do not evaluate the book at all, or they lack appreciation of it or of the children who are to read it—or both. Book lists fail, as a rule, through eagerness to get something printed before we know what to print. Articles upon children's reading fail because the people who have written them are not always familiar with children's books or are not acquainted with the "public library child." We turn to the books themselves, but, having no standard of values, how shall we judge? How are we to know whether a book is good or poor?

It is not possible to reduce the appreciation of literature—whether books for children or for all time—to an exact science. It is difficult to conceive of any formula for the evaluation of books in general or the books of a particular class which would not fail again and again when applied to the individual book through the medium of a personal judgment. We shall not attempt, therefore, to answer the questions which form the substance of our topic. We have endeavored merely to state a question which to all children's librarians seems to be of paramount importance, trusting that we may eventually reach a partial solution of this problem by bringing the thought of many minds to bear upon it.

This collective paper, or, more properly, this collection of ideas upon different classes of books, requires a word of explanation. The contributors were not asked to prepare papers but to furnish ideas and opinions, which should form the basis for discussion of the general principles of selection and of individual books in the several classes considered. The purpose was to present briefly the principles that should apply in each class, and to emphasize these by citation of specific books.

## I. FICTION.

We were recently asked to make out a list of a dozen books suitable as prizes for a Sunday-school class of boys and girls from 12 to 16 years of age. We studied a long and carefully prepared list of stories written for girls of this age and supposed to include what was most desirable. Assuming that the girls had read Mrs. Whitney and Miss Alcott, we did not consider them, and we found not one story which we could recommend as possessing permanent interest and literary value. There were many books which girls read and like but they did not reach a fair standard for this purpose. We filled out the desired number for the girls with books written for older readers. Far different was our experience with the books for the boys. It was only a matter of choice between a large number, both suitable and desirable, and yet the lists which we consulted had been compiled by the same hand.

In making selections of books for her readers, the children's librarian encounters at the first step this difference in the quality of the books written for boys and those written for girls. Judged purely by the standard of taste, she must reject the greater proportion of those written for girls. When she finds so few that reach her standard she may blame herself for ignorance of the better books, but she must ultimately reach the conclusion that whatever her own shortcomings there is a lack of desirable books for girls. However, another most important factor comes into the case on the reader's side of the question. If the librarian is going to meet the needs of her readers she must understand what they are instinctively seeking in books, and she must enlist herself on the side of human nature. She will find at once that a distinct division in the reading of boys and girls springs from the fact that, generally speaking, the mental life of the boy is objective, that of the girl subjective. The boy seeks action

in fiction, the girl is attracted by that which moves her emotionally or relates itself directly to her own consciousness, and the last thing that either of them cares about is the literary value of the book. Hundreds—no doubt thousands—of our college graduates look back to the period when, according to their sex, the "Oliver Optic" series, or the "Elsie Dinsmore" series, played a very important part in their existence. The love of adventure in the boy gave the charm to the books. Adventure he must have, whether he finds it in the tinsel setting of Oliver Optic or the refined gold of Robert Louis Stevenson. And the magnet in the nature of the girl draws to herself something helpful even from Martha Finley; otherwise, she would not speak of the "Elsie" books as "beautiful": there is something in them which to her represents "beauty." Nevertheless, while justly condemning the Oliver Optic and the Elsie books as cheap, tawdry things, the librarian must seek among better authors the holding quality on the nature of the child which these books possess. She must search for books in which these elements of interest are incarnated in what we call literature—books which, while rivalling these in attraction, will at the same time refine and broaden the taste of the reader.

Now, the lovers of Oliver Optic and Mrs. Finley do not take kindly to the classics and as, in the modern stories for young people, few will pass muster as literature, all that the librarian of to-day can do is to use her judgment and discrimination among those the writers have provided. The boys are readily turned from Oliver Optic to Henty, Tomlinson, Jules Verne, and on to "Ivanhoe," but with the girls the case is hard. The girl tells us that she likes stories about boarding-school. It is a capital subject: in the hands of a writer sympathetic with girls, of fertile imagination and vigorous power of characterization, boarding-school life affords material for most entertaining combinations—but the literature of the boarding-school has yet to be written. The average boarding-school story has three main characters—the attractive, impulsive heroine, always getting into trouble; the cruel, cold-blooded, unscrupulous rival, habitually dealing in falsehood,

and the teacher who is singularly devoid of discernment or intuition. The heroine inevitably falls into the snare of the rival, and things are usually set right all around by a death-bed scene—although actual death is sometimes averted. "Louie's last term at St. Mary's" is one of the better stories of this kind, and Mrs. Spofford's "Hester Stanley at St. Mark's" is fairly well written, with a touch of the charm of the author's personality. "Chums," by Maria Louise Pool, is one of the worst of its kind, where envy, hatred, and malice run riot through the pages and the actors in the story are wholly lacking in vitality. The experiences of Miss Phelps's "Gypsy Breynton" and Susan Coolidge's "Katy" are as satisfactory pictures of boarding-school life as we have; and Helen Dawes Brown's "Two college girls" is a good story. "Brenda, her school and her club," by Helen L. Reed, is a recent valuable addition to books for girls.

In stories of home life Miss Alcott still easily takes the lead, with Susan Coolidge and Sophie May following in merit and popularity. The boys have an excellent story of home life in Rossiter Johnson's "Phaeton Rogers." The setting is perfectly simple, every day surroundings, but the characters have the abounding vitality that keeps things moving. The entertaining succession of events proceeds directly and naturally from the ingenuity and healthy activity of the young people grouped together. The book is a model in this respect as well as in the use of colloquial English which never loses a certain refinement. Every boy, while reading "Phaeton Rogers," finds himself in touch with good companions—and this is true as well, in Charles Talbot's books for boys and girls.

The most important books for boys are the historical stories, appealing at once to the hero worship and the love of adventure common to boyhood; at the same time they should give a good general idea of history. The story in historical setting is, also, most desirable for girls—in that it balances the too subjective tendency; it carries the mind of the reader beyond the emotional condition of the heroine—indeed the heroine has no time to study her own emotions when brought into

vital relation with stirring events. Apart from the value of the historical facts imparted is the indirect but more valuable habit of mind cultivated in the girl reader. Vivid, stirring, absorbing stories for girls can be and should be written in this field, which is practically unlimited. Miss Yonge has done some good service here. "The prince and the pauper" and the "Last days of Pompeii" are also illustrations of the kind of work that should be done—they are both strong in the direct interrelation between the imaginary characters and real history—and both appeal alike to the boy and the girl.

Books written with a direct moral purpose seldom achieve popularity with boys—and yet one of the most popular of all their books is "Captains courageous," which is of the highest moral value though without one line of religious preaching in its pages. Here the boys are in touch with a real, living character, acted upon and developed, through the moulding pressure of life itself—from first to last the aim of the story is the boy; and yet the moral outcome is simple, natural, inevitable and nianly; it appeals to the common sense which is strong in boys.

Now when a woman writes for girls on the subject of the transformation of a frivolous butterfly into a girl of sense, instead of giving us character and action with a moral outcome, we have a religious setting with the action of the story and the conduct of the characters bent in every direction to illustrate the motive of the story—the religious idea.

The plastic nature of the young girl wrought upon by life, fresh faculties brought into activity by the hard knocks of fate or the sunbursts of good luck—although these things are happening every day in the real life of young girls, we yet await the writer who will put them into literature without sentimentalizing. What we want is the novel simplified; the story told directly, without byways of description or analysis; where healthy young people, neither saints nor prigs, nor creatures of affectation, jealousy, or malice, are acted upon by life and each other in a natural fashion.

Let boys and girls be brought together as in real life; brothers are a good element in girls' stories, and love affairs need not be excluded, if handled with delicacy, common sense and

true feeling. Many books classed as novels are merely stories simply and clearly told, intended for older readers, but far better for young girls than the stories usually written for them. Miss Jeanie Gould Lincoln's stories and Mrs. J. G. Austin's historical novels, some of Mrs. Barr's and Mrs. Oliphant's novels and a wide range of other interesting, well-told stories can be substituted, if care and discrimination are used in the selection. Fortunately, too, many girls of twelve are ready for Dickens and other standard writers.

However it is not only through the emotions that these aspirations and desires are ministered to—when the writer can develop this emotion into spiritual enthusiasm—or when she portrays a character of active spiritual force, she has put something valuable into the life of the reader. Here, as always, it is the personality of the writer—the soul back of the words that most counts, and it is just this quality of true spirituality which gives value to Mrs. Whitney's stories, in spite of their wordiness, lack of proportion and forced symbolism; as it is the genuine goodness and pure idealism of Miss Mulock which forms the very atmosphere in which her characters move.

While it is impossible to offer a practical guide to the selection of books a few suggestions can be made. In the religious stories, for instance, there must be discrimination between those encouraging morbid self-examination or religious sentimentalizing, and those cultivating optimism and the perception of true values and ideals.

In books of adventure the dividing line would fall between, on the one side, those stories where the hero is actuated by pure love of adventure or where the adventure is worth while in itself—as in "Foul play"; and, on the other side, those stories where the hero is merely seeking to exploit himself and in which the tendency might be to incite boys to reckless escapades for the sake of notoriety.

In the *purchase* of books one must consider the range of the average reader, but in *recommending* books to the individual boy and girl, appreciation of differences in temperament and culture is indispensable.

WINIFRED L. TAYLOR,  
*Pratt Institute Free Library, Brooklyn, N. Y.*

## II. FAIRY TALES.

FAIRY tales must appeal to the love of the marvellous, and must yet be told with a simplicity that precludes all doubt of their reality in the mind of the child, no matter how improbable the circumstances to our prosaic minds. The language must be simple and dignified. To write a fairy tale, one must first of all be a poet, at least must have the poetic instinct. The child very early absorbs the idea of rhyme. He is sung to sleep with cradle songs, and soothed by jingles, and he does not soon outgrow their influence.

These tales from the librarian's standpoint, fall naturally into two classes: the folklore legends adapted for children (in which, regardless of classification, we include mythological tales) and the purely literary, imaginative story.

### *Fairy tales derived from folk-lore.*

Fairy tales derived from folk-lore — stories drifted down from the childhood of the world, were not originally written for children, and perhaps for this very reason, they have claimed them for their own. They are not "the artless appeals to all little masters and misses who are good or intend to be good" of John Newbery's time. They have a naturalness which these first books printed especially for children lack; the moral is not too strongly urged. Different versions of the old, old tales reflect in a measure the manners and customs of the country in which they are collected. Fairies are stolid or clever, mischievous or amiable, according to the characters of the people to whom the stories were told.

To this class belong the Grimm brothers' "Household tales," "Icelandic tales," edited by Mrs. A. W. Hall (tales in which it is the princess or the peasant maiden who rescues the prince, instead of being rescued); the Norwegian tales of Asbjørnsen and Moe, the Grimm brothers of the far North. The collections of Lang, Baring-Gould; and Cruikshank, because of illustrations; Miss Mulock's "Book of fairies" and William Canton's "True annals of fairyland" should be in all libraries.

Collections of tales derived from Greek and Roman mythology, such as Kingsley's "Heroes," Hawthorne's "Wonder book" and "Tanglewood tales," may also be considered as fairy tales derived from folk-lore.

One of the most exquisitely told of the old Greek fairy tales is that of "Eros and Psyche," adapted by Paul Carus from Apuleius. The story appeals to children, regardless of the religious significance indicated in the preface of the book.

"Fairy tales from far Japan," translated by Susan Ballard, is excellent, particularly the story of the "Magic mirror," which is also found in a charming set of booklets published in Tokio, in English. This set is called the "Japanese fairy tale series," the type, paper and colored illustrations being all of Japanese manufacture.

"Fairy stories from the little mountain," by John Finemore, is a good collection of Welsh stories as is Frere's "Old Deccan days" of Indian folk-lore.

"Wigwam stories," edited by Mary Catherine Judd, are told by Indians, or adapted from ethnological reports and original sources.

Mabie's "Norse stories retold from the Eddas," Keary's "Heroes of Asgard," "The wonder-world stories" of Marie Pabke and Margery Deane, Scudder's "Book of folk tales" and Wiltse's "Folk-lore and proverb stories," both of the latter for the youngest readers, the Countess d'Aulnoy's fairy tales, the collections of Laboulaye and the immortal tales of Perrault, we cannot afford to be without, as well as Howard Pyle's "Wonder clock" and "Pepper and salt," which retain the old-time flavor and are much enhanced by the author's illustrations.

### *Literary fairy tales.*

Hans Christian Andersen's stories, while based often upon tradition, are excluded by Hartland from the list of pure fairy tales and classed as literary. Yet even the old, old fairy tales cannot, with justice, rival his in the hearts of the children. Their feeling for him has been expressed by John White Chadwick, in writing of another:

"But as I muse, I seem at heaven's door  
To hear a sound which there I heard before.  
When Danish Hans that way did softly wend —  
A sound of children making merriest din  
Of welcome, as the old man entered in."

Mary S. Claude, in "Twilight thoughts," has shown herself a graceful follower in the footsteps of Andersen. Such stories create a tenderness for plants and animals not easily effaced.

It detracts nothing from the interest of the story that what a child calls a fairy tale we call literature. Even Dr. Johnson recognized that "babies do not want to hear about babies." It is a great pity that a child should never meet the knights of the Round Table, or the Charlemagne legends—half history, half romance—or the Homeric tales, outside the dissecting room of a literature class. Small wonder that a child who heard them there for the first time should exclaim with considerable animus, "I like to read, but I hate literature."

Here is a good field for the "story hour" so successfully introduced in the Carnegie Library, Pittsburgh. That edition which follows most closely the original, or is told in graphic clear-cut English, such as Morris uses in the "Earthly paradise" or the "Life and death of Jason," or Butcher and Lang's translation of the *Odyssey*, is the best. Such a version read aloud is infinitely better than the best dilution by any well-meaning attendant. Skip judiciously, but do not weaken the story. It is not only the plot but the charm of style which we wish to introduce. The argument may of course first be given, that the child be put in sympathy with the situation.

#### *Modern fairy tales.*

A good modern fairy tale is a rare article. One may search far and long before finding it. If it is not worth reading twice, it is not worth reading once. In many of these modern tales there is an atmosphere of haste wholly lacking in the good old tales. Fairyland has a government of its own, where neither time nor space has value. It lies "east of the sun and west of the moon."

One of the best collections is "Granny's wonderful chair," by Frances Browne—in the American edition "The wonderful chair." It is well written, the interest is well kept up, and the language is befitting the subject. The surest way to test a poor fairy tale is to first read one of unquestionable merit, and to get thoroughly into its atmosphere.

#### *Good modern fairy tales.*

"Princess Ilse," by Marie Petersen; a gracefully told story of a discontented mountain brook.

"Mopsa the fairy," by Jean Ingelcw, and

"The little lame prince," by Dinah Maria Craik.

"Lob-lie-by-the-fire," by Mrs. Ewing, and "At the back of the North wind" and "The Princess and Curdie," by George Macdonald.

The average modern fairy tale is a jumble of impossibilities, with no continuity of incident, well enough or poorly written, according to the ability of the writer.

"The magic fruit garden," by Marion Wallace Dunlop, is an illustration of this kind. Two very small children, in abbreviated pinafores, are studying their Monday lessons; one is writing an essay on Perseverance, the other is copying geographical names. By the illustrations, one may judge the children to be of kindergarten age. It is not surprising that they fall asleep, and, to dreamland sent, meet with adventures enough to make the strongest head whirl—a case of literary delirium tremens.

"Snow garden," by Elizabeth Wordsworth, is on the whole a good collection; the stories, however, are of unequal merit.

"The other side of the sun," by Evelyn Sharp, is of negative goodness. The witches and wizards are mild and amiable, especial care evidently being taken that no child should be kept awake at night. It does no harm for children occasionally to shiver and shake as poor Hans in the Grimm collection longed to do. The author's satisfaction at the expression the "wymps wimpled" is insisted upon a little too frequently.

"Fairy folk of Blue Hill," by Lily F. Westelhoeft, is of especial interest to children about Boston, since it accounts for the granite quarries and pudding stone of the region. It is smoothly written and is not spoiled by slang or pertness.

"Summer legends," by Rudolph Baumbach. The stories are not altogether fairy tales nor are they written for the youngest readers. They are gracefully written although they lose somewhat by translation. The book is in some parts amusing and all the stories are peopled with the wonderful creatures of fairyland.

Other tales seem invented only for the purpose of forcing religious sentiment, or pointing a moral in inverse proportion to the size of the reader. Their authors seem some-

times to have reached Mark Twain's conclusion that "every one being born with an equal amount of original sin, the pressure on the square inch must needs be greater in a baby."

"Pixie and Elaine stories," by Carrie E. Morrison, is a mixture of fairy tale and religious story. The author speaks in her preface of the stories having been carefully pruned. One shudders at thinking what they must have been before, with such chapters as "The Elaines' picture of heaven," and "The pixie transforms an Elaine" left in.

"New book of the fairies," by Beatrice Harraden, is marred by the suggestion of cruelty to animals. In one story, in place of rubbing the Aladdin lamp, that what one wishes may happen, one must pull the black cat's tail. It is gratifying to reflect that black cats have their own peculiar method of retaliation for such experiments.

#### *Burlesque fairy tales.*

Burlesque fairy tales are the most atrocious of all. They are apt to be broad in their humor, full of *fin de siècle* jokes or puns, and modern allusions which mar the poetry of the tale if there is any in it, and create an appetite for facetiousness in books. "Lips wagging, and never a wise word," one is tempted to say with Ben Jonson. . . . Copyright fees should be trebled on this class of books.

Under this head come:

"The book of dragons," by E. Nesbit.

"Here they are!" by James F. Sullivan; full of modern allusions and puns.

"The pink hen," by Cuthbert Sterling; a sort of "continuous performance." The pink hen is hatched from a forgotten Easter egg, is driven from the barnyard by her associates and forced to seek her fortune. She links her fate with that of a little girl who has escaped from an ogre, and together they redeem a prince from the curses of bad fairies. The pink hen is continually punning, and the prince while still in the cradle is addicted to smoking.

It is hard to tell how the author of Jewett's "More bunny stories" would classify them. We hope not as fairy tales. They are poor from any point of view. The bunnies might as well be ordinary children as anything. They go to lawn parties, play golf, dance the Virginia reel, go to West Point, tell folk-lore

stories, repeat Bible verses and say their prayers. We are sometimes asked for a Sunday book. For one who must have a special book for that day, this might possibly answer; it is certainly full of moral reflections and pious sentiment; but there is no reason at all for reading it on Monday or Tuesday or Wednesday. The story closes with a wedding where the happy bunnies are united under a bridal bell, while the strains of the march from "Lohengrin" float in the air.

Humor is not early developed in all children, which is perhaps why a great many do not care for "Alice in Wonderland," and for Stockton's fairy tales—"The bee man of Orn," "The griffin and the minor canon," etc.

Laura E. Richards' "Chop-chin and the golden dragon" must also be classed as humorous. It is not as good as the Toto stories.

#### *Animal folk-lore.*

Animal folk tales as exemplified in Joel Chandler Harris's stories, "Little Mr. Thimble-finger," "Mr. Rabbit at home," "Daddy Jake," "Uncle Remus," "Story of Aaron," etc., are excellent. Brer Fox and Brer Rabbit, the black stallion and all the animal characters are quite as much realities to the children as Buster John, Sweetest Susan and the Little Master.

Ortoffi's "Evening tales," follows the same general line.

Kipling, too, in the "Jungle books" has won the hearts of the children, and here there is no hint of the "garlic flavor," mentioned by Higginson.

Fraser's "Mooswa" also belongs to this class.

A common practice in modern fairy stories is for the author to open the tale in this way: A child falls asleep and enters fairyland via the dream country. Often the child has been sent to bed for some misdemeanor, as in the "Dream fox story book," by Mabel Osgood Wright, or has fallen asleep over his tasks, as in the case of the "One-eyed griffin," by Herbert E. Inman, the fairy tales being offered by way of consolation; a reprehensible practice in itself, besides putting one out of touch with the real fairyland. It is too conspicuously "make believe" and leads one to suspect that the author has little confidence in his

own production. As "good wine needs no bush," so a good fairy tale needs no introduction or apology. In the real fairyland one cannot easily be ungraceful.

#### *Nature fairy tales.*

Nature fairy tales are more than apt to be failures, and often include a great deal of pertness and cheap talk, in their effort to teach by stealth. (Charles Lamb writes to Coleridge in regard to Goody Two Shoes in this way: "Think what you would have been now, if, instead of being fed with tales and old wives' fables, you had been crammed with geography and natural history.")

A conspicuous example of the faults of this class of story is found in "Sylvia in flowerland," by Linda Gardner. The heroine is introduced as a high-school girl, well-advanced in Latin and mathematics, and amply able to supplement very largely the information which the flowers give her about themselves. Linda strolls into the fields and is told all sorts of facts about the habits of plants by the flowers. The story where the author forgets to interject puns is interestingly told, certainly enough so to attract a girl of fourteen, who has any fondness for flowers. Besides the numerous puns, such glaring sentences as the following, condemn it. "I don't know *who* you mean." "Why it is a nasty nettle!" said Sylvia. "Nasty, yourself," ejaculated the nettle sharply, "why do you come shoving against me?"

McCook's "Old farm fairies," gives what Mrs. Malaprop calls "a supercilious knowledge" in its attempt to interest children in insect life, by introducing different insects in the form of pixies, brownies and fairies. While it has not the faults of "Sylvia in flowerland," the information is mainly crowded into footnotes and appendices, which as a rule are carefully avoided by children.

Mabel Osgood Wright's "Tommy Anne" and "Wabeno" are more successful; but the same amount of energy spent in making the facts of nature interesting in themselves would be preferable.

While not assuming an absolute censorship in this department, the principle of natural selection may be applied in discarding such books as are characterized by the faults here cited, that we may do our share towards

discouraging a taste for facetiousness, flippancy and poor style in literature. For while these modern, sham, soulless fairy tales soon lose themselves in the overwhelming mass of printed matter, in their brief existence they have time to accomplish considerable harm. Far better to encourage re-reading the imperishable tales, than to gratify an insatiable desire for more. Did not we ourselves again and again shed fresh tears over Cinderella's hard fate, or gasp with bated breath while watching with Sister Ann for that distant speck on the horizon? If children are different to-day, it is partly because we are helping to make them so.

ABBY L. SARGENT,

*Medford (Mass.) Public Library.*

#### III. SCIENCE FOR CHILDREN.

IN the selection of books for children's libraries it is necessary to understand the difference between the aims and methods of the old education and the new.

Until recently the schools have centered their work about man, studying his language, literature, methods of reasoning, and the manner in which he has partitioned off the earth into countries. No importance whatever was attached to his physical surroundings, which form so great a factor in his life and by which he is so profoundly affected. In history, the study of dates, battles and leaders was all that was required. In geography, the work was almost exclusively confined to a description of the earth, the location of mountains, rivers, cities, and political divisions. Before the establishment of the national Weather Bureau there was scarcely any public interest manifested in the phenomena of the atmosphere and its relation to various weather elements. Many of us can recall from our own experience the picture of the earth divided into zones, but why such a division was made did not come up for consideration.

What are we now aiming to do for the child? We are looking beyond the mere cultivation of memory; and we desire to increase the child's point of contact with the world, to bring him into closer relationship with the life about him, to broaden his sympathies and to develop the powers of observation and reason. In so far as we are able to accomplish these results, we shall make him

happier by enabling him to understand the great laws that govern the universe. The child is learning that the facts of history are the results of causes, that they are the working out of great principles and that by the comparison of the past with the present he may be able to judge of the future. From a study of the physical features of the earth he learns that slopes determine the course of rivers and that cities are dependent for their growth upon physical environment. The consideration of the weather enables him to understand the state of the atmosphere about him, its effect on climate, the cause of storms, and the different action of solar energy on air, land, and water, which renders possible life upon the earth. Science demands an investigation of the growth and habits of plants and animals, the relationship of one form to another, the function and adaptation of parts, the effect of surroundings, while form and structure are results, not ends.

We want to lead the child from results back to causes. The possession of a vast number of facts, unrelated among themselves, is valueless and even harmful, for the child does not look upon nature as a whole. Nature-study, perhaps more than any other subject, leads the child into sympathy with his environment. He observes carefully and thoughtfully and thus the individual is developed. From personal contact with nature he gains the power of accurate observation, correct thinking and judgment; thus strengthening his moral character. If this is the effect of nature-study upon the development of the child, the question comes to the librarian—What principles shall guide me in the selection of books that the library with which I am connected may be of assistance in accomplishing these results, and meet the demand of modern education?

A book for children should be attractive. The exterior should present a harmony of color and tasteful decoration. The text should be printed with clear type upon good paper and should be well illustrated. Colored plates are preferable, provided the coloring is good, otherwise uncolored illustrations are far more desirable. The text should be clear, simple, and scientifically correct.

The new scientific book differs from the old.

The old style book gave dead results, no sympathy in or interest for life was aroused, no suggestions were given for first-hand observations of nature, consequently the book failed to stimulate a desire for personal investigation that could be verified by the recorded work of others. The new scientific book not only gives results but a detailed account of the methods employed in obtaining those results. The reader is interested in trying the same experiments, gains a sympathy and interest in the wonderful life history of a plant, bird, or insect, develops a tenderness for life and feels that all nature is a sympathetic unit.

Within the last few years the interest that has been aroused throughout the country in "nature-study," has caused a great demand for this class of books. Writers and publishers have hastened to meet the demand and as a result the market has been flooded with books that were made to sell. Too often the writers have not been scientific persons, and as a result the books have been mere compilations, or were not true to facts. They lacked the true spirit of science. Other authors have not separated the element of fiction from that of science, thinking that the child could only be interested in nature by means of a story. The writer of this paper does not believe that science books should be made story books. "Tenants of an old farm," by McCook, is a good illustration of the combination of the science and story element. The author is a naturalist and whatever facts are presented may be accepted as being as nearly correct as it is possible to make them since they represent the results of careful personal observation. The author himself did not believe that the truths of nature were so unattractive that they needed to be woven into a story in order that the book might find its way to the general reader. Then why did he employ this method? He was persuaded by his friends to change the original plan of the book and presented it, after much hesitation, in its present form. The book has thereby lost much of its usefulness.

Another element that many authors have employed to a greater or less extent is personification. That the value of a book is lessened thereby and its power over the reader greatly decreased, is beyond question. There



may be some excuse for a limited amount of personification in the treatment of bees, wasps, or ants, but the majority of forms of plant and animal life does not need the human factor in order to make clear life-relationships. Grant Allen, in his "Story of the plants," has described the use of the stamens and pistils as "how plants marry" and the modes of fertilization as "various marriage customs." Allen Gould, in "Mother Nature's children," speaks of the "snakehead" fish and its young as "Mr. and Mrs. Snakehead and their babies" and of the seed-vessels of plants as "ways the mother plants have of cradling their babies." This method of treating nature's truths does not make the facts any clearer to the child; it only tends to diminish the grandeur of that truth. Some writers have considered it desirable to embody the thought in terms that are already, or are supposed to be, familiar to the child, that he may be able to grasp the truth. The author forces upon the child a double task, since he must first get the thought as it appears and then search for the concealed fact. This process is not liable to be successful. Mrs. Dana, in "Plants and her children," uses the term "sweet stuff" for nectar, "watery-broth" for the cell-sap of plants. The food of plants is spoken of as the "plant's bill of fare," and in expressing the fact that the crude sap which is taken up by the roots needs to be converted into elaborated sap before it may be used as food, she says "When the watery broth is cooked in the sun, the heat of the sun's rays causes the water to pass off through the little leaf mouths. Thus the broth is made fit for plant food." Must not the child possess some scientific knowledge before he will be able to understand the author's meaning? "Plants and her children" is a valuable book, but would not its merits be greatly enhanced if the scientific facts were told in simple language? They certainly have interest enough in themselves to be attractive to the child. Books like Hooker's "Child's book of nature" should be discarded. They represent the old scientific thought. No sympathy or interest in life is aroused, no relationships are suggested, no adaptation to environment is shown, no incentive is given for personal observation. Why should we cling to

the old when a book can be obtained that will more nearly satisfy our needs?

There is often a great difference in the individual merits of books by the same author. Mabel Osgood Wright's "Birdcraft" is valuable, while "Tommy Anne and the three hearts" and "Wabeno" are the reverse. The last two represent a type of book that should not be included in a science library. The fairy and story element so greatly exceeds the scientific as to render the books absolutely valueless, nor are they a success from a literary standpoint. No book in which the author wanders from one subject to another, in such rapid succession that the reader has difficulty in following the thought, or is so vague that an effort must be made to understand the topic treated, can be of much practical value. The greater number of the Appleton's "Home reading books" possess little merit. The selections were not written for children; they lack simplicity, are not attractive and are too technical. The article "The life of plants" in "Plant world" would require two or three readings by an adult in order to understand what the author was discussing. The best books in this series are Weed's "Insect world" and Holden's "Family of the sun" and "Stories of great astronomers." Such books as Fanny Bergen's "Glimpses at the plant world," Carpenter's "Geographies," Kearton's "Our bird friends," and Weed's "Stories of Insect life" represent the style of book that the elementary science of to-day demands. We do not wish to make scientists of the children, but by means of the best books on nature-study we would prepare the way for elementary science. *Nature-study* is not *science*, for science is classified knowledge. So far as possible let the elements of personification and fiction be omitted, do not select books that are too technical or vague, that are not well illustrated, and that are not true to science.

Then our libraries will contain books that will incite the self-activity of the child and arouse the spirit of investigation; books that will stimulate observation and inculcate a spirit of tenderness and love for all life.

ELLA A. HOLMES, Assistant curator,  
*Children's Museum of the Brooklyn Institute  
of Arts and Sciences.*

## BULLETIN WORK FOR CHILDREN.

By CHARLOTTE ELIZABETH WALLACE, *Haselwood Branch, Carnegie Library of Pittsburgh.*

THE primary object of bulletin work is to direct the attention of the children to the books. The bulletin, like a poster, attracts the eye, arouses interest in a subject, and advertises the books treating of it. By means of picture bulletins interest may be awakened in topics before unnoticed; the children are curious to learn more about the pictures displayed, their curiosity is further excited by the short descriptive text, and as a result books relating to the subject are read. Thus, without rousing the children's suspicions, we are able to guide their reading.

The second object is the cultivation of the children's appreciation for pictures. If we can catch the eye by attractive pictures, we may add to the children's store of ideas, and aside from broadening their knowledge, bring them under the beneficent influence of beauty. Pictures of æsthetic value placed in a children's room in which harmony of decoration, furniture, and arrangement have been considered, exert a vitally refining influence. When we realize how painfully lacking in refinement are many of the homes of the children who visit the library, how blinded are their eyes to beauty because of their sordid surroundings, we shall then see how essential it is to enrich their lives by every means of cultivation appropriate to our field of work.

Whatever we may do in bulletin work must accord with the high standard of taste evidenced in all of the fittings of a dignified library. While we are to aim to attract the children by bulletins which are simple and childlike in spirit, we must keep a sharp lookout that in our effort to please them our bulletins do not become tawdry and fussy in style. We are to meet the children on their level and yet educate their taste to a higher standard.

The first practical consideration of bulletin-making is the collection of material. Pictures may be obtained from a variety of sources. Old magazines, book announcements, publishers' catalogues, book covers, book plates, railroad guides, advertising sheets, posters, special prints, etc., form the main sources of

supply. In addition to a stock of good-toned gray mounting-board for regular use, colored mounting-board may be employed as a suitable background for colored prints, or to express the main idea of the bulletin—a delicate shade of green making an effective mount for certain pictures for bulletins on "Spring."

The choice of subject is of supreme importance. We should study the children whom we are trying to benefit, that we may discover their tastes and learn their interests. We may select a subject in line with the course of school study. This serves not only to illustrate a subject in which the children are already interested, but is an incidental means of making known to the teacher and pupils the usefulness of the library in furnishing reading supplementary to the school studies. We may bulletin a subject of transient interest, thus informing the children along this particular line; or, we may choose a topic which by the novelty of its presentation, may arouse interest in an unfamiliar subject, providing we make sure in choosing that we relate the unknown to the known. We always have a chance of illustrating some one of the universal interests of childhood. Spring and autumn exhibits, bulletins on birds, flowers, and animals, certain anniversaries, etc., invariably prove attractive to children. The bulletins should be such as to satisfy a catholicity of taste and cover a wide range in age and understanding. But whatever be one's choice of subject, let it be carefully thought and wrought out, definite in plan and purpose, and worthy the necessary expenditure of time, material, and effort.

It is well to read thoroughly on a subject before attempting to plan a bulletin. The reading of sketchy accounts in children's books is not a sufficient preparation for this work. It is better to turn to more substantial sources that we may penetrate the meaning of the subject for the children, and reflect this in the selection and arrangement of the pictures in the text, and in the talks with the children about the bulletin. We may thus reinforce the message of the bulletin and lead

the children to the best book where the information they are seeking may be found.

The explanatory text of the bulletin should be direct and simple. Accuracy of statement is essential; this is especially important in scientific subjects. Experiment has proved that a concise and simple account will be read, when a longer statement is passed unnoticed.

Poetry may be appropriately introduced to illustrate the thought of the bulletin. We should select the very best poems which will serve the purpose, making sure they are simple and clear enough in meaning to be readily understood by the children. In bulletin work we have an opportunity to acquaint the children with the choicest poetry. In addition to displaying pictures which please the eye, we may also present word-pictures, thus making a double appeal to the mind.

An annotated book list is of great service in connection with the bulletin. This enables the children to gain an idea of the subject matter of the various books, and, if the notes are attractive, induces them to read a book which otherwise might be ignored. In teaching the children the use of lists we are also preparing them for independent work later. The books, if possible, should be placed on a shelf near the bulletin, that they may be conspicuous and easily accessible.

No matter how beautiful the collection of pictures, nor how happy the choice of subject, a bulletin will not be successful unless it is well executed. Technical skill is also necessary in carrying out the idea. Not only should the bulletin direct attention to books but it should nourish æsthetic taste as well. Form is as important as subject. Slipshod mounting, unequal margins, untidy work in general, detract from the appearance of the bulletin, and are most disastrous object lessons to children.

We must collect only material which is worth while and even from this select with the greatest care. Sometimes it may be necessary to make use of weak or faulty prints in reference work, if a subject is sparingly illustrated, but such material should be reserved for this purpose rather than posted on bulletins.

There is danger in exhibiting more than one bulletin at a time — exception being made, of course, for such bulletins as illustrate allied subjects, thus forming an exhibition. The

display of too many pictures on any one bulletin is equally inadvisable. Have we not all of us at times felt oppressed and confused by the seemingly endless array of pictures at a large art exhibit? The mind is overtaxed in the effort to grasp it all. Knowing the patience with which little children study a picture, even dwelling on the smallest detail with delight, it would be better to choose with discrimination, and avoid bewildering the minds of the children, and fatiguing their attention by a large collection of pictures. A miscellany of pictures or bulletins defeats its one purpose — that of making a definite impression which should lead to further investigation of a subject.

The arrangement of the bulletin should make its central thought and object apparent. A bulletin on Lincoln's life if properly arranged could easily tell the story of the experiences between the log-cabin and White House. The pictures should have some logical grouping, whether by succession of events, or according to some natural relationship, as bringing a collection of wild flowers together in the order of their appearance, birds and animals by families, etc.

Concerning the composition of the bulletin, we may borrow the rules of pictorial composition and adapt them to bulletin purposes. According to John C. Van Dyke, "Pictorial composition may be defined as the proportionate arranging and unifying of the different features and objects of a picture. . . . There must be an exercise of judgment on the part of the artist as to fitness and position, as to harmony of relation, proportion, color, light; and there must be a skilful uniting of all the parts into one perfect whole." In a bulletin as in a picture there must be a center of interest. We should strive to effect this by selecting for this purpose a picture which has earned its place, because it best suggests the subject, or because pictorially, either through tone or color, it best adapts itself to the principles of composition. The other pictures should be grouped accordingly, always taking account of the subject and artistic value of each in placing them. The bulletin should be built up architecturally as well, letting the heavy pieces support the light. Such a picture as Rosa Bonheur's "Ploughing" should not surmount Breton's "Song of the lark."

Color has its legitimate place in bulletin work as children are keenly alive to its attractiveness. It is because they are so sensitive and impressionable in this regard that our responsibility is proportionately greater; this alone should make us most discreet and careful in its use. Van Dyke cautions us in the following terms: "Beware of your natural taste, beware of bright pictures for they are generally bad." He tells us "That 'color' does not mean brightness alone; and that a 'colorist' is not one who deals in flaming colors with the recklessness of a crazy-quilt maker, but one who justly regards the relationship, the qualities, and the suitableness of his colors one to another. . . ." Harmony strives to associate colors which are congenial to each other; however, it cannot be comprehended in the abstract. We bring to our bulletin work the results of our previous standards of taste, be these high or low. But we may raise our standards by holding ourselves receptive to the influence of art, whether it be decorative, ceramic, textile, or pictorial, and appropriate the lessons which it teaches in blending color into harmony. The love of prime colors is characteristic of primitive man, while the appre-

ciation of the neutral tones is the acquirement of civilization. Intellectual development conforms to the epochs of racial progress. Children love crude and elementary colors. But while we make concession to their taste we should also educate it to an appreciation of the refined in color.

The question of economy often arises in connection with bulletin work. Are bulletins sufficiently useful and effective to pay for the outlay of time and money? In a system of central and branch libraries this is not so serious a problem as the same bulletin may be of service in the various libraries. The tendency toward extravagance would appear in the excessive quantity of bulletins exhibited, rather than in the expensive quality of any one of them. Certainly we should strive to be economical in the sense of planning the material without loss or waste, but "whatever is worth doing at all is worth doing well," and the main question is, are bulletins worth doing at all? The bulletin justifies itself by the results it accomplishes in calling attention to subjects, guiding the reading, circulating books, and increasing the children's observation and enjoyment of pictures.

### REFERENCE WORK WITH CHILDREN.

BY HARRIET H. STANLEY, *Brookline (Mass.) Public Library.*

**P**RELIMINARY to preparing this report, a list of 15 questions was sent to a number of libraries in different parts of the United States, from 24 of which replies were received. So far as space would permit, the facts and opinions obtained have been embodied in this paper.

Reference work with grown people consists in supplying material on various topics; we consider it sufficiently well done when the best available matter is furnished with as little cost of time and trouble to the inquirer as is consistent with the service we owe to other patrons of the library. To a certain extent this statement is true also of reference work with children, but I think we are agreed that for them our aim reaches further—reaches to a familiarity with reference tools, to knowing how to hunt down a subject, to being able to use to best advantage the material found.

In a word, we are concerned not so much to supply information as to educate in the use of the library. Seventeen of the 24 libraries reporting judge children to be sent to them primarily, if not wholly, for information. One of the first steps towards improving and developing reference work with children will have been taken when the teacher appreciates the larger purpose, since the point of view must materially affect the character and scope of the work. Another forward step is for the library to have definitely in mind some plan for accomplishing these ends. Whatever the plan, it will in likelihood have to be modified to accord with the teacher's judgment and needs, but a definite proposal ought at least to give impetus to the undertaking.

Six libraries state that a considerable part of the inquiries they receive from children are apparently prompted by their individual inter-

ests, and not suggested by the teacher. These inquiries relate chiefly to sports, mechanical occupations and pets. This paper is confined to the discussion of reference work connected with the schools.

#### *Library facilities.*

In selecting reference books for the purpose, certain familiar ones come at once to our minds. Beyond those there have been suggested: Chase and Clow's "Stories of industry," "Information readers," Brown's "Manual of commerce," Boyd's "Triumphs and wonders of the 19th century," Patton's "Resources of the United States," Geographical readers, *Youth's Companion* geographical series, Spofford's "Library of historic characters," Larned's "History for ready reference," Ellis's "Youth's dictionary of mythology," Macomber's "Our authors and great inventors," Baldwin's "Fifty famous stories," "Riverside natural history," Wright's "Seaside and wayside," bound volumes of the *Great Round World*, and text-books on various subjects.

A dictionary catalog will be useful in teaching the child to look up subjects for himself. If a separate catalog is provided for children, the question arises whether it is wiser to follow closely the A. L. A. headings or to modify them where they differ from topics commonly asked for by children or used as headings in text-books. This question suggests also the advisability of a modified classification for a children's library.

Last and not least, children should have room and service adapted to their needs, so that they may not constantly have to be put aside in deference to the rightful demands of adult readers.

So far as the writer knows, the Public Library of Boston was the first library to open a reference room expressly for children, well equipped and separate from the children's reading room or circulating department, and from the general reference department for adults.

#### *Choice of topics.*

Many libraries report that they find the topics habitually well chosen. The gist of the criticisms is as follows:

(a) The teacher should make clear to the

child just what he is to look up and how to ask for it. An eastern library furnishes this incident:

"I want a book about flowers."

"Do you want a special flower?"

"Yes, I want the rose."

A book on the cultivation of roses is handed her. Her companion, looking over, exclaims, "Why, she wants the *Wars of the roses!*" The same librarian was invited to provide something on *American privileges*; whether social, religious, political, or otherwise, the child did not know.

(b) The teacher should be reasonably sure that there is on the topic something in print, in usable shape, that can be gotten at with a reasonable amount of labor.

(c) The subject when found should be within the child's comprehension. The topic *Grasses* is manifestly unfit for children, since grasses are difficult to study, and the description of them in encyclopedias and botanies is too technical. An eight-year-old had to investigate the *Abyssinian war*. Pupils under 16 were assigned the topic *Syncretism in the later pagan movement*. A western librarian was asked by some girls for Kipling's "Many inventions" and "Day's work." Both were out. "Well, what other books of Kipling's on *agriculture* have you?" "Why, Kipling hasn't written any books on *agriculture*; he writes stories and poems." "But we have to debate on whether agriculture or manufacturing has done more for the welfare of the country, and we want a book on both sides."

(d) The topic should be definite and not too broad, and should be subdivided when necessary. The briefest comprehensive description of *Rome* is probably that in Champ-*lin's* "Persons and places," where the six columns, already much condensed, would take more than an hour to copy. A young girl came to find out about Italian painters. None of the several encyclopedias treated them collectively under either *Italy* or *Art*. Mrs. Bolton's book of 10 artists includes four Italians, but it takes some time and skill to discover them, as the fact of their nationality does not introduce the narrative. How should a sixth grade pupil make a selection from the 60 painters in Mrs. Jameson's book? Three names were furnished by the librarian, and the child made notes from their biog-

raphies. The next day she returned and said she hadn't enough artists.

(e) The question should preferably be of such nature that the child can be helped to find it rather than be obliged to wait while the librarian does the work. One inquiry was, "What eastern plant is sometimes sold for its weight in gold?" This is not in the book of "Curious questions."

(f) The topic should be worth spending time upon. The *genealogy of Ellen Douglas* will hardly linger long in the average memory.

*Use made of the material by the child.*

Suppose the topic to be good and suitable material to have been found; for older children there are two good ways of using it—one to read through and make notes on the substance, the other to copy in selection. Children need practice in doing both. The first method suits broad description and narration, the second detailed description. There seems to be a prevailing tendency to copy simply, without sufficient neglect of minor points, a process which should be left to the youngest children, since it furnishes little mental training, uses a great deal of time, keeps the writer needlessly indoors, and fosters habits of inattention, because it is easy to copy with one's mind elsewhere. The necessity for using judgment after the article has been found is illustrated by the case of some children who came for the life of Homer. Champlin, in about a column, mentions the limits within which the conjectures as to the time of Homer's birth lie, the places which claim to be his birthplace, and tells of the tradition of the blind harper. The children, provided with the book, plunged at once into copying until persuaded just to read the column through. "When you finish reading," I said, "come to me and tell me what it says." They came and recounted the items, and only after questioning did they at all grasp the gist of the matter, that nothing is known about Homer. Even then their sense of responsibility to produce something tangible was so great that they would copy the details, and from the children who came next day I judged that the teacher had required some facts as to time and place and tradition. While it is true that we learn by doing and it is well that children should rely upon them-

selves, it is evident that young pupils need some direction. Even when provided with sub-topics, they often need help in selecting and fitting together the appropriate facts, since no article exactly suits their needs. About half of the reporting librarians are of the opinion that it is the teacher's business to instruct pupils in the use of books; they consider the library to have done its share when the child has been helped to find the material. The other half believe such direction as is suggested above to be rightly within the librarian's province; several, however, who express a willingness to give such help, add that under their present library conditions it is impracticable. We can easily see that time would not permit nor would it be otherwise feasible for the teacher to examine every collection of notes made at the library, but there ought to be some systematic work where the topics are thoughtfully chosen, the librarian informed of them in advance, and the notes criticised. A moderate amount of reference work so conducted would be of greater benefit than a large quantity of the random sort which we now commonly have. Five librarians state that they are usually given the topics beforehand. Several others are provided with courses of study or attend grade meetings in which the course is discussed.

*Systematic instruction in the use of the library.*

While a general effort is being made to instruct children individually, only a few libraries report any systematic lessons. In Providence each visiting class is given a short description of books of reference. In Hartford an attempt at instruction was made following the vacation book talks. In Springfield, Mass., last year the senior class of the literature department was given a lesson on the use of the library, followed by two practice questions on the card catalog. In one of the Cleveland branches talks are given to both teachers and pupils. At the Central High School of Detroit the school librarian has for the past three years met the new pupils for 40 minutes' instruction, and test questions are given. A detailed account of similar work done in other high school libraries is to be found in the proceedings of the Chautauqua conference. Cambridge has given a lecture to a class or classes of the Latin school. In the current library report of Cedar Rapids,

Ia., is outlined in detail a course of 12 lessons on bookmaking, the card catalog, and reference books. The librarian of Michigan City, Ind., writes: "Each grade of the schools, from the fifth to the eighth, has the use of our class room for an afternoon session each month. Each child is assigned a topic on which to write a short composition or give a brief oral report. When a pupil has found all he can from one source, books are exchanged, and thus each child comes into contact with several books. At these monthly library afternoons I give short talks to the pupils on the use of the library, the reference books, and the card catalog, accompanied by practical object lessons and tests." At Brookline our plan is to have each class of the eighth and ninth grades come once a year to our school reference room at the library. The teacher accompanies them, and they come in school hours. The school reference librarian gives the lesson. For the eighth grade we consider the make-up of the book—the title-page in detail, the importance of noting the author, the significance of place and date and copyright, the origin of the dedication, the use of contents and index. This is followed by a description of bookmaking, folding, sewing and binding, illustrated by books pulled to pieces for the purpose. The lesson closes with remarks on the care of books. The ninth grade lesson is on reference books, and is conducted largely by means of questioning. A set of test questions at the end emphasizes the description of the books. In these lessons the pupils have shown an unexpected degree of interest and responsiveness. The course brought about 400 children to the library, a few of whom had never been there before. These were escorted about a little, and shown the catalog, charging desk, bulletins, new book shelves, etc. Every one not already holding a card was given an opportunity to sign a registration slip. The following year the eighth grade, having become the ninth, has the second lesson. With these lessons the attitude of the children towards the library has visibly improved, and we are confident that their idea of its use has been enlarged.

#### *Bibliographical work.*

The inquiry was made of the reporting libraries whether any bibliographical work was

being done by the high school. The question was not well put, and was sometimes misunderstood. Almost no such work was reported. At Evanston, Ill., one high school teacher has taught her class to prepare bibliographies, the librarian assisting. At Brookline we have ambitions, not yet realized, of getting each high school class to prepare one bibliography a year (we begin modestly) on some subject along their lines of study. Last May the principals of two grammar schools offered to try their ninth grades on a simple bibliography. The school reference librarian selected some 60 topics of English history—Bretwalda, Sir Isaac Newton, East India Company, the Great Commoner, etc. Each bibliography was to include every reference by author, title and page to be found in the books of the school reference collection of the public library. The pupils displayed no little zest and enjoyment in the undertaking, and some creditable lists were made. Observation of the work confirmed my belief in its great practical value. Pupils became more keen and more thorough than in the usual getting of material from one or two references on a subject. Such training will smooth the way and save the time of those students who are to make use of a college library, and is even more to be desired for those others whose formal education ends with the high or grammar schools.

The practice of sending collections of books from the public library to the schools is becoming general. When these collections are along the lines of subjects studied, it would seem as if the reference use of the library by pupils might be somewhat diminished thereby. No doubt it is a convenience to both teacher and pupils to have books at hand to which to refer. The possession of an independent school library also tends to keep the reference work in the school. But in neither case ought the reference use of the public library or its branches to be wholly or materially overlooked, since it is on that that pupils must depend in after years, and therefore to that they must now be directed. We recognize that the people of modest means need the library. As for the very well-to-do, the library needs them. Other things being equal, the pupil who has learned to know and to know how to use his public library ought

later so to appreciate its needs and so to recognize the benefits it bestows that he will be concerned to have it generously supported and wisely administered.

Even we librarians claim for our public collections no such fine service as is rendered by those private treasures that stand on a person's own shelves, round which "our pastime and our happiness will grow." Books for casual entertainment are more and more easily come by. But so far as our imagination reaches, what private library will for most readers supplant a public collection of books for purposes of study and reference?

Is it not then fitting that we spend time and effort to educate young people to the use of the public library? Do not the methods for realizing this end seem to be as deserving of systematic study as the details of classification and of cataloging? We have learned that to bring school authorities to our assistance our faith must be sufficient to convince and our patience must be tempered by a kindly appreciation of the large demands already made upon the schools. Have we not yet to learn by just what lessons and what practice work the reference use of the public library can best be taught to children?

## VITALIZING THE RELATION BETWEEN THE LIBRARY AND THE SCHOOL.

### I. THE SCHOOL.

BY MAY L. PRENTICE, *City Normal School, Cleveland, O.*

**Y**EARS ago a little girl ran down a country road to meet the light wagon returning from town with the purpose of climbing into the back and so getting a ride. Without turning, the wise elder brother spoke from the driver's seat: "I wouldn't undertake that if I were you." And over his shoulder a breathless but dignified voice answered, "But I have already undertaken it!"

A similar answer might reasonably be expected from the library to any well-meant but tardy advice from the school-side in regard to the vitalization of the relation between the school and the library. It has already been accomplished, and comparatively small thanks are due to the school for its doing.

Graded lists of books, special lists of materials for occasions, library league work, the establishment of school branch libraries, all these have been the work of the library in a much larger measure than of the school.

However, there are many teachers who share the library's buoyant faith in the blessing which books bring. These have been first to appreciate all which the library has offered them. They have accepted all that has been offered them and asked for more. They have circulated library books through their own schools, sometimes at considerable cost and trouble to themselves, and for years have done all in their power to make their pupils wise and discriminating patrons of the libra-

ry. That the children of their care and love might have life and have it more abundantly—that is why they have done these things.

These teachers are comparatively few.

That it is any function of the school to give joy to its children is an idea of slow growth. A child's school-time is usually thought of as preparation for living and not as living itself. Hence the rebuke of the teacher to the child who interrupts the "nature-lesson" to blow the thistle-down which waves over his head, or to watch the bee which booms against the window-pane, or the hawk which floats lazily against the blue sky. Life is such a wild, wilful, irregular thing. Quietude, prudent inaction, is so much safer.

So with books. It is the old search for life, life, more abundant life—for knowledge of it, for entrance into it—which sends the child to the fairy-story, the boy to the tale of adventure, the young girl to the story of romance, the older man and woman to the realistic novel. And it is the instinctive feeling of the teacher and parent that life is a dangerous force and difficult of control which has made school and home look askance upon reading which the child finds too enjoyable.

There is another feeling or belief which lies back of our doubt of work or study or reading which is too enjoyable. It is in regard to the part which love of ease plays in human enjoyment. Love of ease is strong in human



nature, and the man who tries to get his knowledge of human life mainly through the novel has indeed sought a short-cut to his end which will bring him but a short distance on his way. This is not the time nor place for the discussion of the value of fiction, but undoubtedly we are inclined to believe that man's indolence is a strong factor in man's enjoyment of certain lines of reading, and indolence is a bad thing. Therefore, we distrust the value of such reading. Whether we like or dislike it, however, we are obliged to admit that fiction is a permanent form of literature, that our children will read it, and that the question for us to settle is shall it be good or poor.

What, then, has the teacher to do? Two things: To be the atmosphere from which the child breathes in love for and delight in good books. This is first. All things in the way of learning are possible after this. Second, To be the pupil's guide and director in what may be called his "laboratory practice" with books.

The Autocrat, mellowest of men of ideas, once suggested that every college and university should have a professorship of books. The Autocrat was an ingrained aristocrat, although one most mild and kind. The true democratic idea is that a professorship of books should be established in every school-room.

But how shall the blind lead the blind? How shall the teacher who herself never has learned to know, to enjoy, and to choose good books guide others to do so?

The library is a storehouse of great thought, an unfailing source of healthful recreation, but also the library is the mine in which the practical man and woman, the lawyer, the machinist, the scientist, the teacher, must dig deep for information, if he is to keep near the head in his own line of work.

So far, as I have said before, nearly all organized effort to teach the teachers along these lines has come from the library. Certain normal school and college librarians have done much, but to a large extent the work has been on sufferance. Odds and ends of the students' time and attention have been given to it.

The desirable thing is that the study of juvenile literature and the use of the library shall take equal rank with other studies in the prepa-

ration of prospective teachers; that the normal school, the pedagogical department of the college and university, the teachers' summer-school and institute, shall recognize this subject in their curricula.

The practical side of library use—its use for information—is easily seen by the public, and schools for teachers can quite readily be induced to make room for the course of study suggested.

In the Cleveland City Normal Training School an attempt to carry out such a course of study has been made. A term's work is given in juvenile literature and the use of the library. Moreover, this subject is placed upon an equality with the philosophy of teaching, history of education and psychology.

As yet the work is not thoroughly organized. We feel, however, that some things of value have been already accomplished.

In a twelve-weeks' term a class of 116 prospective teachers (the junior class of the school) have taken notes on a series of talks on reference books. They have learned something of the comparative value of various standard encyclopædias, gazetteers, dictionaries and indexes, and they have been sent to the public library a half-day at a time to do work which required the use of these.

For instance, a study of the life of Robert Louis Stevenson was made for the purpose of giving a talk on the subject to fifth-grade pupils. The students were required to look up all the available material in the library, looking not only in the printed and card catalogs for individual and collective biography, but in the various indexes—Poole's, the Annual, the Cumulative—for magazine articles. They were required to select the four or five articles found most valuable and to estimate their comparative value for the purpose in hand, making definite statements of the points of value. They were required to make careful and well-worded notes from the best material available, either books or periodicals, always giving the source, and to read these notes in class subject to the criticism of their instructor and school mates. And, lastly, they were required to write the story of Stevenson's life as they would tell it to the children.

Careful instruction in the use of the printed and card catalogs and of indexes had pre-

ceded this assignment. We were fortunate in possessing quite a large number of issues of the Cumulative index unbound. It was thus possible to place one of these in the hands of each student during instruction on the subject. This was a considerable aid.

There was too much work with the less-used ready-reference books. Next year the number will be largely reduced.

A study of fairy stories was made. An attempt was made to find a philosophical basis for the love of children for fairy stories. An attempt was made to discriminate between the good and the bad fairy story. Felix Adler's "Moral instruction of children" was helpful here, but the study of the fairy stories at first hand is still more helpful.

The following books were read by the whole class:

(1) Alcott's "Little women." Lessons were given on reading it with the children.

(2) Mara L. Pratt's "History stories," vol. 3.

(3) Eggleston's "First lessons in American history." The Pratt and Eggleston books were read in succession for the purpose of contrasting them. A yet better contrast would have been Baldwin's "Fifty famous stories."

(4) Frau Spyri's "Heidi." Some of our girls read this story in the original German but most in the translation published by Ginn & Co. It is a charming story of a breezy little maiden whose home was in the Swiss Alps, and one of the rather scarce desirable books for the fourth grade.

(5) Mrs. Burnett's "Sara Crewe." This was read as a type of the "child novel" and for the sake of a study of the charms, dangers and benefits of this class of books.

(6) Howard Pyle's "Men of iron" was read as a study of the worthy historical story.

The following outline was given the students as an aid in judging the books read:

*Outline to aid in estimating a juvenile book.*

1. Written when? By whom? For children or adults? [e.g., "Robinson Crusoe" and "Gulliver's travels" were written for adults.] If for children, of what age? (Consider both manner and matter.)
2. Essential purpose of the book: Recreative? Instructive? Moral? Is the recreation afforded wholesome? The in-

struction reliable? The moral lessons sound?

3. Style: Is it clear? Correct? Beautiful? Suitable?

4. If a story, What is the strongest character in it? The most effective passage? Give reasons for thinking so. Is it true to life?

5. Is the book a creator of ideals? How so? Along what lines?

An effort was made that there should be no formal adherence to this outline. Papers on the books read were required in which the outline could not be used. For example, after reading "Men of iron" the students were required to write, in class, a paper on "The education of a boy in chivalry" based on the story of Myles Falworth.

The oral discussions of these books were often very animated.

Each student was also required to hand in an annotated list of at least 20 books actually read by the student and judged by her suitable for the grade in which she is to train. An oral discussion of these lists took place, and the student in many cases was required to justify her judgment, and to answer questions in regard to the books read.

Some of these lists were very cheering. One excellent list for the sixth grade, with very original annotations contained 60 instead of 20 books actually read, and 30 more which the student had listed to be read at her convenience.

Not all of the lists were of that character. A list for the third grade recommended "Gulliver's travels, by Gulliver" as a valuable aid in geography.

The instance is eloquent of the value of a course of study which results in the illumination or the elimination of such a student.

Much remains to be worked out, but a beginning has been made.

Ours is one instance of the awakening of the school to the value of the privileges which the library gives it. And as the reward of doing work well is invariably to have more work to do, from the school fully awakened the library shall receive its exceeding great reward in more work to be done.

Except for the hearty co-operation of the Cleveland Public Library the little experiment here outlined could not have been undertaken.

## VITALIZING THE RELATION BETWEEN THE LIBRARY AND THE SCHOOL. II. THE LIBRARY.

BY IRENE WARREN, *Librarian University of Chicago School of Education.*

THE establishment of the Library Section of the National Educational Association was proof that the thoughtful librarians and school men of this country believed that an effective co-operation between public schools and public libraries was possible. In many states library sections of the state teachers' associations have been formed. Many public libraries have for some time past systematically sent both books and lists of books to the public schools.

No sooner had this been done than librarians and teachers both saw that they had made but a beginning, and the next steps, and, indeed, the present needs, are to bring about a more intelligent use of both books and libraries and to place larger and better arranged collections within easy access of the pupils. Rarely do the teachers find the libraries adequate to the reference work or the collateral reading they wish the pupils to do. The funds are seldom sufficient to keep the libraries up to date. There is no one person in the school who knows how to organize and administer the library, and therefore whatever work the teachers do in this line is at a greater expense of both time, energy and material than it would be were it done by one having had a library training. The school buildings are frequently closed to the students shortly after the school session, usually by five o'clock, and always on holidays and during vacations. Most of the pupils' reading and research must therefore be done in the one or two books which he carries home with him. The Buffalo Public Library made another step in organization when it offered to take the collections of books from any of the public schools in the city and in return mend, rebind, catalog, classify them, furnish such schools as agreed to this arrangement with the books they needed, either from their own collections or from that of the public library, and appoint two attendants to look after the school work.

The public school began with the one cen-

tral school in the community, but it soon found that it must establish branches if it reached all of the children of the city. Today there is no town of any considerable size but has its central school with a high school usually, and its branches on the north, east, south and west sides. The public library, following the public schools, has found that it cannot reach the people of the community unless it delivers books to the various parts of the town, and moreover establishes branch reading rooms where at least reference books may be consulted and magazines read.

As in the history of the schools, so in the history of the libraries, provision was first made for the mature student. Educators have been slow to see that they should begin with the child before he has established habits of thought and action. Not until the public library is considered a vital factor in the educational scheme of a city can it hope to secure its best results. nor is this possible when the central library and its few branches are removed, as at present, from the public schools. The libraries and the schools should be housed in close proximity to do the most effective work.

It is with keen interest that the experiment in New York City is being watched. It certainly seems as if the most economical arrangement would be to have the branch of the public library so placed in a school building that the students would have free access to it, and the public also, not only during school hours but public library hours. It seems the logical duty of the board of education to furnish the few necessary reference books that are in continual demand in every school room and also the sets of books which are used for supplementary reading. It does, on the other hand, seem that the public library can furnish a larger general collection, in better editions and keep them in better condition for less money and with better results than can the public schools.

The already crowded curriculum in most of our public schools made many an educator hesitate when a course in library economy was suggested. One can indeed see a time not far distant, it is hoped, when such a course will not be thought necessary. Such a time will be when instructors have awakened to a much greater appreciation of the value and use of bibliography and the need of training students in this line. Along with this will develop a desire in the student to keep his own references and material so arranged that he will be able to use them easily. There will still be considerable of a general bibliographical character, hand-books, etc., which would be of value in all subjects and yet perhaps be overlooked by the specialists, that could be called to the students' attention through such a pamphlet as was recently compiled by Mr. Andrew Keogh, of Yale University Library, under the title, "Some general bibliographical works of value to the students of English."

There is a phase of library economy that every teacher should know, and which it seems must always have its proper place in the curriculum of the normal school. That is the knowledge of how to obtain books. Every teacher should know what the laws of his state are regarding the establishment and maintenance of the public library and the public school library, and how these laws compare with those of other states. He should know what aid he can gain through the travelling library system, should he be in a village or country district, and the possible co-operation between the public library and the public schools should he be assigned to a city. Just as the public schools are finding that they must adapt their curriculum to the needs of the children of a certain district or class, so the public library has the same lesson to learn. The Carnegie Public Library of Pittsburgh has been one of the first to recognize this in the establishment of home libraries. It has thus reached a class of children that could be reached in no other way, and why should not the public library as well as the public school aim to reach these less fortunate children?

The subject of children's literature should be a serious one with every teacher of children. The best writers for children, best

illustrators, and best editions should be part of the normal school student's knowledge when he completes his course and goes out to teach. It is a great problem with him now how he shall keep this information up to date, when there are hundreds of books coming out every year and his school-room duties absorb so much of his time. Here is the librarian's opportunity to be of great aid to the public school teacher by issuing lists of the best children's books on various subjects, exhibiting them in the library from time to time, and to the schools for trial, as so many libraries are now doing. In the country districts the library commissions must supply this information through annotated lists.

It has been shown in a number of schools that children love to make books, and that the making of books quite successfully lends itself to the constructive work as carried on in the schools of to-day. The materials for this work are not so costly as to make it impossible for the average school. Every child at the completion of the graded schools should know the value of a title-page, the use of the preface and introductory notes, the difference between the table of contents and the index, the best books in the several subjects which he has studied, and where and how he can obtain more books on these subjects later, should he wish them. It would doubtless be a great surprise to one who has not tried the experiment to ask the pupils in our graded and high schools even, for such simple information as the author, title and date of the text-books they are using daily.

If the suggestions in this paper be accepted, and most of them have already been successfully tried, it will be seen at once how great is the importance of having trained librarians in our normal schools and institutions of higher learning. The time has now come in a number of cities which we hope is prophetic of the future, when the public library stands equally important as an educational institution with the public school, each supplementing the other in work and still distinct in function and administration. It is therefore necessary that our teachers should be trained to use libraries, and that our librarians should be acquainted with the great educational movements of the day.

## OPENING A CHILDREN'S ROOM.

BY CLARA WHITEHILL HUNT, *Newark (N. J.) Free Public Library.*

IN writing this paper on the opening of a children's room, I am presupposing the following conditions: That in a library whose work with the children has been confined to the general delivery desk, and the divided attention of clerks whose time an adult public would monopolize, there is to be set aside a commodious apartment to be known as the Children's Room; that, considering this work of enough importance to demand such a department, the trustees are prepared to support it by a reasonable outlay for new books, necessary and convenient furnishings, and especially by placing in its charge one who, by natural fitness and special training they believe to be so thoroughly capable of supervising the work, that she is to be given a free hand in deciding both how the room is to be made ready for opening, and how managed after it is opened. This being the case, I imagine the children's librarian, with opening day a few weeks or months ahead, planning her campaign with such wise foresight and attention to the smallest detail that, in the rush of the first weeks, there may be the least possible wear and tear on nerves and temper from petty inconveniences which assume gigantic proportions when one is hurried and tired, and the smallest amount of undoing and beginning over again as time goes on.

It is difficult to be clear in speaking of furnishings without something more than verbal description for illustrating mistakes and excellences, but so much power can be lost by not having the parts of the machine properly fitted and well oiled that how to furnish the children's room becomes one of the most important topics under this subject.

To begin with, the children's librarian must cultivate, if she does not already possess, the architect's faculty of seeing a completed structure in a flat piece of paper marked off by lines labelled 20 ft., 50 ft., etc. If 20 ft. does not mean anything to her she would do well to take a tape measure to an empty lot and

measure off the exact dimensions of her room to be, until she can see its floor space clearly. She should live in her room before its existence, locating every door and window, the height of the windows from the floor, every corner and cupboard, the relation of her room to the other departments of the library. In proceeding to furnish the room she will learn what to adopt and what to avoid by visiting other children's rooms and asking if the tables and chairs are the correct height, if the exit is satisfactorily guarded, what working space is necessary for a certain circulation, whether the electric light fixtures are easily broken, and many other things. If she cannot make such visits, her knowledge of children and a study of conditions in her own library will answer.

Limited to a small space the children's room is nevertheless a circulating department, a reading room, a reference room, perhaps a repair room, and a cataloging department all in one; and if the children's librarian has not had actual work in each of these departments of her library, she should serve an apprenticeship at the receiving and charging desks, the registration desk, the slip rack, not only for the sake of knowing the routine of each department, but for studying improvements in planning her furnishings. The registration clerk will tell her that she has not enough elbow room, that the application drawers are too narrow or too heavy; the attendants at the charging desk find every present arrangement so satisfactory that they advise exact reproduction. Armed with pad and tape measure the children's librarian notes all these points.

The problem how with a minimum of help to "run" all departments, to see all parts of the room, to keep your eye on the entrance so as to nip in the bud any tendency to boisterousness as the children come in, and to watch the exit so that no book goes out uncharged, how to keep all unfinished work out

of the children's reach but to give them perfectly free access to the books, in short, how to arrange your working space so that one person on a moderately busy day can attend to all these things, may be answered, I think, in this way. All wall space will sooner or later be needed for books. Taking an oblong floor space (dimensions proportionate to size of room and circulation) and surrounding this by a counter 30 inches high and two feet wide, is a simple way of accomplishing these things. The counter opposite the entrance is the receiving and charging desk; at another place it is the registration desk; books after "slipping" are piled in another part ready for return to shelves; books waiting to be marked occupy a fourth section; the catalog case, notices to children, call-slip holders, etc., stand on the counter. The space under the counter is available for supply cupboards and drawers. The height of the counter is such that a grown person sitting in an ordinary chair works comfortably behind it, but it is so low that no small child feels frowningly walled out in standing on the other side. Thus all the work of the room is concentrated and supervision is easy. A few details are worth noticing. First, don't let the carpenter give you drawers instead of cupboards. Drawers are wasteful of room for packing supplies, and of time in hunting for them. Next, have the cupboard doors slide, not swing, open, for economy of your working floor space. Underneath registration and charging desks leave space empty for your feet. Just under counter near the registration desk have a row of drawers, sliding easily but fastened so they cannot fall out, made of the exact size to hold your application blanks and cards, with guide cards. A work table within the counter will be necessary.

In addition to this working space, every large children's room should have a locked closet, or better still, a work room opening from it. In busy times things *will* accumulate which must be kept out of reach, and it would not be sensible to take valuable space out of the children's room to hold such accumulations until you have time to attend to them.

The height of the children's chairs and

tables seems to have reached a standard in children's rooms—tables 22 and 28 inches high, with chairs 14 and 16 inches to go with them. I think it best to have very few tables of the smaller size, for tall boys take the strangest delight in crouching over them, snarling their long legs around the short table legs and trying, apparently, to get a permanent twist to their shoulders. Small children do not stay long, and it is less harmful, if necessary, for them to sit in a chair a little too high than to compel large children to spend a holiday afternoon with bodies contorted to fit a small chair and table.

By all means have the electric light *fixed* in the center of the table so that each child gets an equal share of light, and have the connections so made that jarring the table and the movements of restless feet will not put the fixtures out of order. Be very careful not to have the shade so high that the glare of the lamp instead of the restful green shade is opposite the child's eyes.

When you see a chair that you like, find out before purchasing whether it is very easily tipped over. You will know why, if you are not wise, on some rainy day, when the room is full of readers and the reports of chairs suddenly knocked over sound like a fusillade of cannon balls.

Leaving this hasty and most unsatisfactory discussion on getting the *place* ready for opening, I would say a word about getting the *books* ready—not about buying a large quantity of new, and putting the old into the best possible condition of repair and cleanliness, for that will naturally be done. But from experience I know that the moment is golden for weeding out, never to return, authors you think objectionable.

Suppose a girl reads nothing but the Elsie books. Very likely one reason is that she knows little about any other kind. In a printed catalog with a scattering "j" between many titles of adult books it is easier to make lists of numbers from the long sets of prolific writers, and those excellent authors who have produced only a few books for children are oftenest overlooked. Suppose in the process of moving the Elsie books are left behind. The little girl comes into the beau-

tiful new children's room. She sees the shining new furniture, the pictures, the comfortable tables and chairs and book cases so planned that any child can reach any book. She finds that there is perfect freedom for every child in this room—that no stern Olympian comes and says, "Don't do this," and "You can't have that," and "Those books aren't for you," but that among all these hundreds of fresh new covers she may take her pick, may sit anywhere, or stand or kneel as she chooses. Do you imagine that, as these unaccustomed delights sink into her mind, any child is going off in a huff when she finds one author is lacking, if the children's librarian uses any tact in introducing her to others adapted to her tastes? I have been asked for Alger and Optic and Elsie, of course, though much less often than I anticipated, but I am perfectly certain that I have never lost a "customer" because I did not display these wares. One little girl exclaimed in doleful tones, "Oh, haven't you the Elsie books? Oh, I'm *terribly* disappointed! I think those are *grand* books!" But in spite of this tragic appeal her curiosity and interest proved stronger than her disappointment, and I have the satisfaction of seeing a more wholesome taste develop in a child who must have been on the high road to softening of the brain and moral perversion from association with the insufferable Elsie. If you once put these books on the open shelves, however, and later attempted the weeding out process, a howl would arise which would not be silenced without consequences which I, for one, would not like to face.

Furniture and books are comparatively simple matters to make ready, but to prepare your assistant or assistants for opening day and the time that follows is harder. The external preparation for the rush of the first weeks consists in drill in the routine to be observed. Assigning a place and certain duties to each person, foreseeing as far as possible all questions that may arise and making sure that each attendant understands what to do in any case, having a place for everything, and everything in its place, and every person knowing what that place is, so that there will be no frantic search for an

extra set of daters when a long line of people stands waiting—this also requires only foresight and firmness. But so deeply to imbue your chief assistant with your spirit and principles of management that she will not simply obey your directions, but be inwardly guided by your desires, and there may be no break in the steady march to a definite end—this demands that rare species of assistant who is born, not made, for the position, and a leader who possesses strength, tact, contagious enthusiasm, a likeable personality, and other qualities difficult to attain.

This brings us to the consideration of what the guiding principles of the new department are to be—a question which must be pondered and settled by the children's librarian before making the external preparations. If the senior members of the American Library Association, the librarians-in-chief, would consider the children's room of enough importance to give us their ideas of what it should stand for, what its scope should be, the result might be more uniformity of thought among members of the library profession in this regard, and a more sensible attitude toward the children's room in the library. Between those who, on the one hand, take themselves so very seriously, pondering with anxious care what probable effect on the child's future career as a reader the selection of a blue or a green mat for mounting the picture bulletin would have, and those who look upon the children's room merely as an interesting plaything, driving the big boys away in disgust by encouraging visitors who exclaim, "Oh, what cunning little chairs and tables! Why, you have a regular kindergarten here, haven't you?"—from either point of view, the discussions on children's rooms in libraries seem almost to lose sight of the very word library and all it carries with it.

The children's room is only one room in a great dignified library. As the newspaper room, the catalog room, and all the rest are fitted up with furnishings suited to their peculiar needs, so the children's room is furnished with tables and chairs and books suited to its constituents. Apart from this, all its management and spirit should corre-

spend as closely as possible to that of the other departments. The same dignity, the same freedom, the same courteous attention to every want without fussy attentions which by grown people would be called intrusiveness should prevail. Make the selection of books what it should be, provide guides and catalogs, perfectly clear but not patronizingly written down, show the children that you are always willing to respond in every way to their questions, and then—let them alone!

Some one has asked me to speak on the question of discipline. After the first two or three weeks, if one begins properly, there will be no such question. Allowing something for the noise of small feet which have not learned to control themselves as they will later on, and expecting more "talking over" an interesting "find" than is common with adults, one should aim for library order. Teach the children what a library reading room means. If in the first days there is a disposition on the part of any boy to be rough or unruly, or if a group of girls make a visiting-and-gum-chewing rendezvous of your tables, don't waste any time in Sunday-school methods of discipline, trying to keep a hold on the child at any cost to the library. A sentence in a report of Pratt Institute children's room is worth adopting as a guiding principle. "The work of the children's room should be educative, not reformatory." Give one decided warning and then if a child does not behave, send him out at once. Do not be afraid of seeming stern at first. The fascinations of the room are such that a child who has been turned away for disobedience comes back a subdued and chastened young person and your best friend forever after; then with your aim and your firmness early settled, you will have no more thought of discipline than the reference librarian with his tables full of studious adults. After the first a little care about the way a child enters the room will be all that is necessary. Your courteous man-

ner, low tones, a little reminder about caps and clean hands while discharging his book, will give him the cue as to what is expected, and he will have a pride in living up to what is expected of him as a gentleman, not demanded of him as a child under authority.

Many other points will engage the thought of the children's librarian, for example, what shall be the attitude of the children's room toward the other departments—whether it is to encourage the children to make use of the adults' reference room, to take out cards in the main delivery department, and get into the way of reading standard works from suggestions of the children's librarian; or whether the line of separation is to be rigid and she will be jealous of their "graduating" from her care. How to prepare the public, especially the school-teaching public, for the opening, so as to secure their hearty co-operation from the beginning is worth constant effort. The question of blanks and forms for the children's room is a minor matter which is after all not a small thing. To make as few changes as possible in the forms already in use, so that any assistant from the main delivery room can in emergencies quickly take up the clerical work of the children's room without needing to learn a new routine may save much confusion should the children's staff all happen to be stricken with grippe at the same time!

Beginning early to plan, profiting by other people's mistakes, getting the routine of each department at one's finger tips, foreseeing every probable obstacle and removing each in imagination, beforehand, proceeding with calmness and common sense, thus the new machinery will move as smoothly during opening weeks as if it had been running for years, and, as "well begun is half done," every thought given to preparation while the room exists only on paper will have a far-reaching effect on the permanent influences of the children's room.



# REPORT ON GIFTS AND BEQUESTS TO AMERICAN LIBRARIES; 1900-1901.

BY GEORGE WATSON COLE.

THE period covered by this report is from June 1, 1900, to July 1, 1901, and includes all gifts and bequests of \$500 or more, as well as all gifts of 250 volumes and over, given by any single individual. A few gifts have been included which fall below these figures where the importance or value of the gift seemed to require mention. This report has been increased by the addition of over 50 gifts, information of which was received too late to be inserted before its presentation to the Waukesha conference. A few others, which have been announced since July 1, have also been inserted.

Much of the information here given has been obtained by a careful examination of the *Library Journal* and *Public Libraries*. Communications were sent to all the state library commissions, several state library associations and clubs, and to the librarian of libraries known to have 50,000 volumes or more. The responses to these communications have been quite general, and the information contained in the replies has been embodied in this report. The thanks of the compiler are herewith extended to all who have assisted him in collecting the material for this list.

It was suggested by Miss Hewins in 1896 that it would be desirable to have the library commission of each state appoint some librarian, or library trustee, who should be responsible for the collection of information regarding the gifts and bequests made within his state. Judging from the replies received this year the suggestion has never been carried out.

Following the example of my predecessor, I wish to emphasize the importance of the suggestion, and would further recommend that the information so gathered be divided as nearly as possible into the following classes:

1. Buildings, giving value or cost;
2. Sites, giving value or cost;
3. Cash for buildings, with accompanying conditions, if any;

4. Cash for sites, with accompanying conditions, if any;
5. Books, pamphlets, periodicals, prints, maps, etc., giving number of each kind, with value or cost of the whole, if known;
6. Cash for books, etc., with accompanying conditions, if any;
7. Cash for endowment funds, giving purpose for which income is to be expended;
8. Cash to be expended, with specified purposes for which it is to be spent;
9. Cash given unconditionally;
10. Miscellaneous gifts, specifying their nature and value.

It will be observed that the first four of the above headings relate to gifts of real estate, which should also include gifts for fixtures of any kind, such as plants for lighting, heating, and ventilation; mural decorations, such as frescoes; furniture, so constructed as to be an essential part of the building; landscape gardening, etc. The remaining headings include books, endowment funds for various purposes (excepting building funds and the other objects just mentioned), and gifts of money for administration, current expenses, etc., etc.

Then, too, information should be given as to whether a gift has been offered, accepted, or received.

It seems desirable that information relating to such old and moribund libraries as have been absorbed or merged with newer and more vigorous institutions should somewhere find a record. As such transfers are usually made as gifts, there seems to be no more suitable place for such a record than in the annual report of Gifts and Bequests. It is to be hoped that, in the future, the tables of statistics issued from time to time by the state library commissions, the U. S. Bureau of Education, and others will contain a record of the final disposition of such libraries.

In the report of Gifts and Bequests made by Mr. Stockwell, a year ago, covering a pe-

riod of two years, there were given 458 separate gifts, amounting to over \$10,500,000, and distributed among 36 states and the District of Columbia. This report, covering 13 months, includes 482 separate gifts, amounting to \$19,786,465.16, and is distributed as follows: 468 in 39 of the United States, 10 in the British provinces, and three in Scotland. To that princely philanthropist, Mr. Andrew Carnegie, we are indebted, during the past year, for gifts reaching the enormous aggregate of \$13,704,700, over \$12,500,000 of which was given for the erection of library buildings. In every case the gift, except where otherwise specified, was made upon the condition that the city or town receiving it should furnish a site for the building and appropriate yearly for the maintenance of the library a sum equivalent to 10 per cent. of the gift.

The most notable gifts of the year are due to the ever-increasingly generous hand of Mr. Carnegie. That to the city of New York of \$5,200,000, for the erection of 65, or more, branch libraries, is probably the largest library gift ever made at one time to a single city. His gift of \$1,000,000 to the city of St. Louis for library buildings and an equal sum, placed in trust as an endowment fund, for the Carnegie libraries at Braddock, Duquesne, and Homestead, Pa., occupy the second and third positions, by reason of their amounts. His recent gifts of \$750,000 each to the cities of Detroit and San Francisco, though announced since July 1, have been included in this report. Mr. Carnegie's gifts during the year number 121; 112 in the United States, six in Canada, and three in Scotland. One hundred and seven of these gifts in the United States were for library buildings. Of the remaining five, amounting to \$1,028,000, one of \$25,000 will probably be used for a building.

The transfer of the John Carter Brown Library to Brown University by the trustees of the estate of the late John Nicholas Brown, recently announced, is one of the most important library events of the year. This library contains, if not the finest, at least one of the finest collections of early Americana in this country, and possesses many books not to be found in any other library on this side of the Atlantic. Its collector, after whom it is named, was a competitor with Lenox,

Brinley, and other early collectors of Americana for many a choice nugget which Henry Stevens and other European dealers had secured for their American patrons. The library is estimated to be worth at least \$1,000,000, and the gift carries with it two legacies, one of \$150,000 for a library building, and another of \$500,000 as an endowment fund for its increase and maintenance.

The gift of four public-spirited citizens of St. Louis, who have jointly contributed \$400,000 to lift an incumbrance on the block to be used for the new Carnegie library in that city, is a noble example of public spirit, and one of which the friends of that city may justly feel proud.

The collection of Oriental literature of Yale University has been enriched by the gift of 842 Arabic manuscripts, many of which are extremely rare. The collection covers the whole range of Arabic history and literature, dating back to the 12th and 13th centuries.

This collection, formed by Count Landberg, was purchased by Mr. Morris K. Jesup, of New York, at a cost of \$20,000, and was presented by him to the university library. This library has also received, as a bequest, the private library of the late Prof. Othniel C. Marsh, consisting of about 5000 volumes and 10,000 pamphlets, dealing mainly with palæontological subjects.

The New York Public Library—Astor, Lenox, and Tilden foundations—through the generosity of Mr. Charles Stewart Smith, has come into possession of a large and valuable collection of Japanese engravings and chromo-xylographs, formed by Captain Brinkley, of the *Japanese Mail*.

I regret that I do not have the pleasure to record any addition, during the year, to the Publication Fund of the American Library Association. The Publishing Board is much hampered by lack of funds from carrying on its important work. If some philanthropically inclined person would present a fund, say \$100,000, upon condition that all publications issued from its income should bear the name of the fund, it would not only be of inestimable benefit to the cause of libraries, but would also be a most enduring monument to its donor.

An examination of the following list will

disclose other gifts worthy of special mention if space permitted. The main list has been arranged alphabetically by states, as being the most convenient for reference. A tabulated summary, arranged by the geographical sections of the country, will show how widely scattered have been the benefactions of the year, extending from Alabama in the south to Montreal in the north, and from Bangor in the east to "where rolls the Oregon" in the far west.

ALABAMA.

**Montgomery.** Public Library. Gift of \$50,000, for a public library building, from Andrew Carnegie.

— Gift of books forming its library, from the Montgomery Library Association.

**Tuskegee.** Tuskegee Normal and Industrial Institute. Gift of \$20,000, for a library building, from Andrew Carnegie. The building will be erected entirely by student labor.

CALIFORNIA.

**Alameda.** Public Library. Gift of \$35,000, for a public library building, from Andrew Carnegie.

**Berkeley.** University of California. Gift of \$10,000, as a fund for the purchase of books for the law library, from Mrs. Jane Krom Sather, of Oakland, Cal.

— Gift of \$1000, from Col. E. A. Denicke.

— Gift of about 2500 volumes, being the private library of the late Regent, A. S. Hallidie, from Mrs. M. E. Hallidie.

**Fresno.** Public Library. Gift of \$30,000 for a public library building, from Andrew Carnegie.

**Napa.** Public Library. Gift of \$20,000, for free public library building, from George E. Goodman.

**San Francisco.** Public Library. Gift of \$750,000, for a public library building, from Andrew Carnegie.

— Gift of building and fixtures for Branch Library, No. 5, estimated to cost \$20,000, from Hon. James D. Phelan, Mayor of San Francisco.

**San Jose.** Public Library. Gift of \$50,000, for a public library building, from Andrew Carnegie.

**Stanford University.** Leland Stanford University. Gift of \$2000, \$1000 for books on sociology and \$1000 for books on bibliography, special gift from Mrs. J. L. Stanford.

COLORADO.

**Grand Junction.** Public Library. Gift of \$8000, increased from \$5000, for a library building, from Andrew Carnegie.

**Leadville.** City Library Association. Gift of \$100,000, for a public library, from Andrew Carnegie.

**Owray.** Walsh Library. Gift of a library building, costing \$20,000, from Thomas F. Walsh.

CONNECTICUT.

**Branford.** Blackstone Memorial Library. Bequest of \$100,000, from Timothy B. Blackstone, of Chicago, founder of the library.

**Danielsonville.** Edwin H. Bugbee Memorial Building. Bequest of \$15,000, for the erection of a building, also the donor's private library and cases, from Edwin H. Bugbee.

**Derby.** Public Library. Gift of a fully equipped public library building, by Col. and Mrs. H. Holton Wood, of Boston, the city to agree to maintain the library and raise a book fund of \$5000, to which sum the donors will add an equal amount.

— Gift of \$12,000, raised by popular subscription, towards book fund, from interested citizens. Nearly \$75 was given by public school children.

— Gift of \$5000, towards a book fund, from Col. and Mrs. H. Holton Wood.

— Gift of 900 volumes, from Derby Reading Circle.

**Greenwich.** Public Library. Gift of \$25,000, as an endowment, from wealthy New Yorkers.

**Hartford.** Case Memorial Library, Hartford Theological Seminary. Gift of \$2000 towards fund for purchase of periodicals, from Mrs. Charles B. Smith.

— Gift of \$500 for book purchases, from Miss Anna M. Hills.

— Gift of 365 volumes, pertaining to missions, from Rev. A. C. Thompson, D.D.

— Public Library. Gift of \$5000, from F. B. Brown.

**Kensington.** Library Association. Gift of \$10,000, for a new library building, from S. A. Galpin, of California.

**Litchfield.** Wolcott Library. Bequest of \$1000, from ex-Governor Roger Wolcott, of Boston, Mass.

**Middletown.** Wesleyan University. Gifts of \$3604, to be added to Alumni Library Fund.

— Gift of \$483, to be added to the Hunt Library Endowment. This addition has been increased to \$1000 by the reservation of the income of the fund.

**New Haven.** Yale University. Gift of \$10,000, for a fund for the Seminary library in the department of Philosophy, from Mrs. John S. Camp, of Hartford, Conn.

— Gift of \$1500, a contribution towards an administration fund, from Charles J. Harris.

— Gift of \$1300, for purchases in the department of Folk-music, from an anonymous donor.

— Gift of \$1000, for purchases in department of English literature, from Edward Wells Southworth, of New York.

— Gift of \$500, a contribution towards an administration fund, from the Hon. Wil-

- liam T. Harris, U. S. Commissioner of Education.
- Bequest of about 5000 volumes and 10,000 pamphlets, forming the private library of the testator, from Prof. Othniel C. Marsh.
  - Gift of 842 Arabic manuscripts, collected by Count Landberg; bought for \$20,000 by Morris K. Jesup and presented by him to the University. Many of these Mss. are very rare. The collection covers the whole range of Arabic history and literature, dating back to the 12th and 13th centuries.
  - Gift of a collection of musical manuscripts, number not stated, from Morris Steinert.
- Northwalk.* Public Library. Gift of \$50,000, for a public library building, from Andrew Carnegie.
- South Northwalk.* Public Library and Free Reading Room. Bequest of \$1000, for permanent fund, from R. H. Rowan.
- Southington.* Public Library. Gift of \$5000, towards a library building, from L. V. Walkley.
- Torrington.* Library Association. Bequest of \$100,000, by Elisha Turner. From this amount is to be deducted the cost of the library building, about \$70,000, which was being erected by the testator at the time of his death.
- Wallingford.* Public Library. Gift of library building, cost value not stated, from the late Samuel Simpson, as a memorial to his daughter.
- Windsor.* Library Association. Gift of \$4000, towards a library building fund, from Miss Olivia Pierson.

## GEORGIA.

- Atlanta.* Carnegie Library. Gift of \$20,000, for furnishings and equipment of new building, from Andrew Carnegie.
- Travelling Libraries for Schools.* Gift of 960 volumes for 16 travelling libraries for country schools, for that number of counties in the state, from the Hon. Hoke Smith. It is planned to have each library remain in a school for about two months.

## ILLINOIS.

- Aurora.* Public Library. Gift of \$50,000, for a public library building, from Andrew Carnegie, the city to furnish a site and guarantee \$6000 a year maintenance.
- Centralia.* Public Library. Gift of \$15,000, for public library building, from Andrew Carnegie, the city to provide a site and \$2000 yearly for maintenance.
- Chicago.* John Crerar Library. Bequest of \$1000, from the late President, Huntington W. Jackson.
- Rush Medical College. Gift of 4000 volumes of medical and surgical books, from Dr. Christian Fenger. This gift contains a practically complete collection of German theses for the past fifty years.
  - University of Chicago. Gift of \$30,000, to

endow the history library, from Mrs. Delia Gallup.

*Decatur.* Public Library. Gift of \$60,000, for a public library building, from Andrew Carnegie.

— Young Men's Christian Association Library. Gift of \$500, from Miss Helen Gould, of New York.

*Dixon.* Dodge Library. Gift of a valuable and extensive collection of art books, value and number not stated, from George C. Loveland.

*Evanston.* Northwestern University. Gift of \$750, for the purchase of books in political economy, from Norman Waite Harris, of Chicago.

— Gift of \$543.50, to be known as the "Class of '95 Library Fund," the income of at least 4 per cent. to be used for the increase of the university library, from the class of 1895.

— Public Library. Gift of \$5000, toward library site fund, from William Deering.

*Freeport.* Public Library. Gift of \$30,000, for a public library building, from Andrew Carnegie.

*Galesburg.* Knox College. Gift of \$50,000, for a library building, from Andrew Carnegie.

— Public Library. Gift of \$50,000, for public library building, from Andrew Carnegie. The city already appropriates \$6000 for library maintenance.

*Grossdale.* Public Library. Gift of \$35,000, for public library building, from Andrew Carnegie.

*Havana.* Public Library. Gift of \$5000, for a public library building, from Andrew Carnegie.

*Jacksonville.* Public Library. Gift of \$40,000, for a public library building, from Andrew Carnegie.

*Kewanee.* Public Library. Gift of \$50,000, for a public library building, from Andrew Carnegie.

*Lake Forest.* Lake Forest College. Gift of the Arthur Somerville Reid Memorial Library building; cost about \$30,000, from Mrs. Simon Reid.

*Lincoln.* Public Library. Gift of \$25,000, for a public library building, from Andrew Carnegie.

*Maywood.* Public Library. Gift of \$100, being surplus campaign funds remaining after the election, from Republican Committee of that town.

*Pekin.* Public Library. Gift of \$10,000, for a public library building, from Andrew Carnegie. The city has appropriated \$1500.

— Gift of a site for the proposed Carnegie library building, value not stated, from George Herget.

*Rock Island.* Public Library. Gift of \$10,000, for book stacks and furniture, from Frederick Weyerhauser, of St. Paul.

*Rockford.* Public Library. Gift of \$60,000, for a new public library building, from Andrew Carnegie, the city to furnish site and "not less than \$8000" yearly for maintenance.

*Springfield.* Public Library. Gift of \$75,000, for a public library building, from Andrew Carnegie. The City Council appropriated \$10,000 annually in hope that the gift might be increased to \$100,000. The library will be known as the "Lincoln Library."

*Streator.* Public Library. Gift of \$35,000, for a public library building, from Andrew Carnegie.

*Sycamore.* Public Library. Gift of a library building, to cost about \$25,000, from Mrs. Everill F. Dutton, as a memorial to her late husband, Gen. Everill F. Dutton.

*Waukegan.* Public Library. Gift of \$25,000, for a public library building, from Andrew Carnegie. The city already appropriates \$2000 for library maintenance.

#### INDIANA.

*Crawfordsville.* Public Library. Gift of \$25,000, for a public library building, from Andrew Carnegie.

— *Wabash College Library.* Gift of the original manuscript of "The prince of India," from General and Mrs. Lew Wallace.

*Elkhart.* Public Library. Gift of \$30,000, for a public library building, from Andrew Carnegie. The city, in advance, has pledged \$3500 yearly for maintenance.

*Elwood.* Public Library. Gift of \$1000, through the local Women's Club, from President Reid, of the American Tin Plate Co., of New York.

— Gift of \$200, the results of a benefit, from The Women's Club.

*Fort Wayne.* Public Library. Gift of \$75,000, for a public library building, from Andrew Carnegie.

*Goshen.* Public Library. Gift of \$25,000, for a library building, from Andrew Carnegie, the city to furnish \$2500 yearly for maintenance.

*Indianapolis.* Butler College. Gift of \$20,000, for a library building, also a site for the same, from Mr. and Mrs. Edward C. Thompson, in memory of their daughter.

— Public Library. Gift of 275 volumes on music, in memory of her son, Harry S. Duncan, deceased, from Mrs. Ella S. Duncan. This collection includes musical scores of the most famous operas and oratorios, as well as the best critical works on music.

*Lafayette.* Public Library. Gift of property, valued at \$15,000, from Mrs. Robert R. Hitt, of Illinois.

*Logansport.* Public Library. Gift of a fine library of historical material relating to the Mississippi Valley, collected by the late Judge Horace P. Biddle. This collection was the result of 60 years of historical re-

search, and contains originals of maps, drafts, etc., of great value.

*Madison.* Public Library. Gift of \$20,000, for a public library building, from Andrew Carnegie.

*Marion.* Public Library. Gift of \$50,000, for a public library building, from Andrew Carnegie. A site was purchased some time ago, and the offer was promptly accepted.

*Michigan City.* Public Library. Gift of \$500, for books, from Mrs. J. H. Barker.

*Muncie.* Public Library. Gift of \$50,000, for a public library building, from Andrew Carnegie.

— Gift of \$6000, from the heirs of an estate, name not given.

*New Harmony.* Workingmen's Institute Public Library. Bequest of \$72,000, from Dr. Edward Murphy. In the final settlement the amount may exceed these figures.

*Peru.* Public Library. Gift of \$25,000, for a public library building, from Andrew Carnegie. The city already appropriates \$2700 yearly for library maintenance.

*Portland.* Public Library. Gift of \$15,000, for public library building, from Andrew Carnegie.

*Wabash.* Public Library. Gift of \$20,000, for a public library building, from Andrew Carnegie.

— Gift of 5000 volumes, from Woman's Library Association. The library has been turned over to the city to be maintained as a public library.

*Washington.* Public Library. Gift of \$15,000, for a public library building, from Andrew Carnegie.

#### IOWA.

*Burlington.* Public Library. Gift of \$20,000, from Philip M. Crapo.

*Cedar Rapids.* Public Library. Gift of \$50,000, for a public library building, from Andrew Carnegie.

*Centerville.* Public Library. Gift of \$25,000, for a public library building and site, from ex-Governor F. M. Drake, on condition that a two mills tax be laid for the perpetual and proper care of the property.

*Davenport.* Public Library. Gift of \$25,000, for a public library building, thereby increasing former gift to \$75,000, from Andrew Carnegie.

*Dubuque.* Carnegie-Stout Free Library. Gift of \$50,000, from Andrew Carnegie, on condition that the Young Men's Library Association be made the nucleus of a free public library, and that the city furnish a site and maintain the institution.

— Gift of a suitable site for the library building offered by Andrew Carnegie, valued at \$17,000, from F. D. Stout, given in memory of his father.

*Fayette.* Upper Iowa University. Gift of

\$25,000, which will be devoted to library purposes, probably for a new building, from Andrew Carnegie.

*Fort Dodge.* Public Library. Gift of \$30,000, for a public library building, from Andrew Carnegie.

*Grinnell.* Stewart Library. Gift of a new library building, costing \$15,000, from Joel Stewart.

— Gift of a site for new library building, value not stated, from The Congregational Church.

— Gift of \$4000, for books, raised by popular subscription by the citizens of Grinnell.

*Iowa Falls.* Public Library. Gift of a public library building, if the city will provide a suitable site, from E. S. Ellsworth.

*Mt. Vernon.* Cornell College. Gift of \$40,000, for a library building, from Andrew Carnegie. Conditions, if any, not stated.

*Muscataine.* Public Library. A new library building, to cost about \$30,000, by P. M. Musser, provided the city vote to establish and maintain the library.

#### KANSAS.

*Dodge City.* Railroad Library and Reading Room. The Atchison, Topeka, and Santa Fé Railroad Co. are fitting up a library and reading room at this place for its employes.

*Fort Scott.* Public Library. Gift of \$15,000, for a public library building, from Andrew Carnegie.

*Kansas City.* Public Library. Bequest of about \$6000, from Mrs. Sarah Richart.

*Laurence.* Public Library. Gift of \$25,000, for a public library building, from Andrew Carnegie.

#### KENTUCKY.

*Lexington.* State College. Gift of \$50,000, from President James K. Patterson.

#### LOUISIANA.

*New Orleans.* Public Library. Gift of \$10,000 and a valuable collection of books, from Abram Holker.

#### MAINE.

*Bangor.* Public Library. Bequest of \$18,347.26, towards the building fund, from A. D. Mason.

— Gift of building site, costing \$7500, from Nathan C. Ayer.

*Belfast.* Free Library. Gift of \$3000, as a fund for the purchase of books on history and biography, in memory of Albert Boyd Otis, from Albert Crane.

*Brunswick.* Bowdoin College. The new library building, given by Gen. Thomas H. Hubbard, of New York City, reported last year, at over \$150,000, will cost over \$200,000.

— Bequest of \$2000, from Captain John Clifford Brown, of Portland.

— Gift of \$1200, from an unknown donor, through a Boston friend.

*Fairfield.* Public Library. Gift of a library building, to cost between \$8000 and \$10,000, from E. J. Lawrence.

*Farmington.* Public Library Association. Gift of \$10,000, for a public library building, from Hon. Isaac Cutler, of Boston, Mass.

*Lewiston.* Public Library. Gift of \$50,000, for a public library building, from Andrew Carnegie.

#### MARYLAND.

*Cumberland.* Public Library. Gift of \$25,000, for a public library building, from Andrew Carnegie.

*Hagerstown.* Washington County Free Library. Gift of \$50,000 and accrued interest \$1250, from B. F. Newcomer, of Baltimore, the town to furnish a site for building, which will cost about \$25,000.

#### MASSACHUSETTS.

*Amherst.* Amherst College. Gift of \$500, to form a fund for the purchase of Spanish books, from Hon. John S. Brayton, of Fall River, Mass.

*Bolton.* Parker Library. Devise of a dwelling house and one-half acre of land, on condition that within one year from the allowance of the will the town shall establish a free public library to be known as the Parker Library, from Louisa Parker.

*Boston.* Lang Memorial Library. Gift of a free public library of musical scores, founded by B. J. Lang, as a memorial to Ruth Burrage.

— Public Library. Bequest of \$4000, from Abram E. Cutter.

— Gift of 599 volumes of text-books used in the public schools of Boston, from the Boston School Committee, in co-operation with the publishers.

— Gift of 597 volumes, relating to music, scores, etc., from Allen A. Brown.

— Gift of 576 volumes, relating to music, including operas, oratorios, collections of school and college song books, etc., from The Oliver Ditson Co.

*Cambridge.* Harvard University. Bequest of \$10,000, to increase fund, already established by him, for purchase of works of history, political economy, and sociology, from ex-Governor Roger Wolcott.

— Gift of \$1250, for purchase of books relating to the history of the Ottoman Empire, from Prof. A. C. Coolidge.

— Gift of \$800, for the purchase of books on ecclesiastical history in the Riant Library, from J. Harvey Treat, of Lawrence.

— Gift of \$500, for purchase of books relating to Scandinavian subjects, from Mrs. Emil E. Hammer.

— Bequest of 1920 volumes, mainly English

- and French literature, from Edward Ray Thompson, of Troy, N. Y.
- Gift of 700 volumes from the library of James Russell Lowell, to form the Lowell Memorial Library for the use of the Romance Departments of the University, from various subscribers.
  - Gift of 549 volumes, the library of Alphonse Marsigny, from The J. C. Ayer Company, of Lowell.
  - Gift of 317 volumes, belonging to the library of her late husband, from Mrs. John E. Hudson.
  - Bequest of 250 volumes of Sanskrit and other Oriental works, from Henry C. Warren, Esq.
  - Public Library. Bequest of 550 volumes, consisting chiefly of Maine and New Hampshire local histories, genealogies, etc., from Cyrus Woodman.
  - Gift of a collection of art works, valued at about \$500, from Nathaniel Cushing Nash.
- Clinton.** Public Library. Gift of \$25,000, for a public library building, from Andrew Carnegie.
- Conway.** Field Memorial Library. Gift of a library building to cost \$100,000, as a memorial to the donor's father and mother, from Marshall Field, of Chicago. It will also be endowed by Mr. Field.
- Fairhaven.** Millicent Library. Gift of Fairhaven Waterworks, valued at from \$100,000 to \$125,000, and producing an annual income of about \$8000, from Henry H. Rogers.
- Groveland.** Public Library. Bequest of \$5000, from J. G. B. Adams.
- Hinsdale.** Public Library. Bequest of \$5000, to be known as "Curtice fund," the income to be used for the purchase of books, from John W. Curtice, of Washington, D. C.
- Lynn.** Free Public Library. Gift of a library building, erected largely from the bequest of Mrs. Elizabeth Shute.
- Gift of large mural painting, by F. Luis Mora, from Joseph N. Smith.
  - Gift of copy in marble of the Venus of Milo, from Charles W. Bubier, of Providence, R. I.
  - Gift of a bronze bust of the late Charles J. Van Depoele, from his family.
- Malden.** Public Library. Gift of \$125,000, to be known as the Elisha and Mary D. Converse Endowment Fund, from Hon. Elisha D. Converse. "The income from this fund will be 'used freely in any direction in which it may conduce to the welfare of the library.'"
- Milton.** Public Library. Bequest of \$2000, from ex-Governor Roger Wolcott, of Boston, Mass.
- Newburyport.** Public Library. Gift of \$20,000, for the purchase of books, from John Rand Spring, of San Francisco.
- Bequest of \$4500, from Stephen W. Marston, of Boston.
  - Bequest of \$3000, from E. S. Moseley.
- North Adams.** Public Library. Gift of furnishings and decorations of children's room, value not stated, from William Arthur Gallup, as a memorial to his children.
- Petersham.** Public Library. Bequest of \$12,000, from Lucy F. Willis.
- Plymouth.** Public Library. Gift of a new library building, to cost about \$20,000, from the heirs of the late William G. Russell, of Boston, as a memorial to their father and mother.
- Salem.** Public Library. Bequest of \$10,000, from Walter S. Dickson.
- Somerville.** Public Library. Gift of \$4000, from Mrs. Harriet Minot Laughlin, in memory of her father, Isaac Pitman, the first librarian of the institution, the income to be used for the purchase of "works of art, illustrative, decorative, and otherwise."
- Springfield.** City Library. Bequest of about \$70,000, from the estate of David Ames Wells, of Norwich, Conn., his son David Dwight Wells having died June 15, 1900, without issue. One-half of the income is to be expended for publications on economic, fiscal, or social subjects.
- Gift of 450 volumes, from Miss Frances Fowler.
- Sunderland.** Public Library. Gift of \$10,000, for a library and its equipment, from John L. Graves, of Boston.
- Swansea.** Public Library. Bequest of a library building, cost not stated, from Frank Shaw Stevens.
- Woburn.** Eunice Thompson Memorial Library. By his last will Jonathan Thompson, of Woburn, left a plot of ground and the residue of his estate for the erection and maintenance of a suitable building by the city, to be known by the above name. Value of bequest about \$70,000.
- Worcester.** American Antiquarian Society. Gift of \$3000, for a fund, the interest of which is to be expended for literature relating to the Civil War of 1861-65. This fund is in memory of Hon. John Davis, President of the Society from 1853-54, and was given by John C. B. Davis, of Washington, D. C., Horace Davis, of San Francisco, and Andrew McF. Davis, of Cambridge.
- Clark University. Bequest of \$150,000, from Jonas G. Clark, for the erection and maintenance of a library.

MICHIGAN.

- Albion.** Albion College. Gift of \$10,000, to be devoted to a library building, as a memorial to the donor's daughter, Lottie T. Gassett, from Mrs. C. T. Gassett.
- Ann Arbor.** Ladies' Library Association. Bequest of \$3000, from Mrs. L. M. Palmer.

- University of Michigan. Gift of about 1600 volumes, belonging to the library of the late Prof. George A. Hench, from his mother, Mrs. Rebecca A. Hench. The greater number refer to Germanic philology.
- Delray*. Public Library. Gift of property, valued at \$15,000, for a public library, from The Solvay Process Company, of that place.
- Detroit*. Public Library. Gift of \$750,000, for a public library building, from Andrew Carnegie.
- Gift of 477 volumes and 1932 pamphlets, from the heirs of the late Gov. John J. Bagley. "This collection was notable in being almost wholly available, useful, and valuable to the library."
- Gift of 418 volumes and 1435 pamphlets, from Herbert Bowen, formerly a member of the Library Board. "All were of a historical character, mostly local and relating to Michigan, or institutions and localities in the state."
- Grand Rapids*. Public Library. Gift of \$150,000, for the erection and furnishing of a library building, from Martin A. Ryerson, of Chicago, the city to provide site and maintenance. The offer was made Feb. 14, 1901, and was at once accepted by the Mayor.
- Iron Mountain*. Public Library. Gift of \$15,000, for a public library building, from Andrew Carnegie.
- Ishpeming*. Public Library. Gift of \$20,000, for a public library building, from Andrew Carnegie.
- Jackson*. Public Library. Gift of \$70,000, for a public library building, from Andrew Carnegie. The city already appropriates \$7000 yearly for library support.
- Marquette*. Public Library. Gift of \$5000, toward a new library building, from an anonymous donor.
- Muskegon*. Hackley Public Library. Gift of \$25,000, for a new two-story stack room, from Charles Henry Hackley.
- Sault Ste. Marie*. Public Library. Gift of \$30,000, for a public library building, from Andrew Carnegie.

## MINNESOTA.

- Cloquet*. Public Library. Gift of a site for a library building, valued at \$2500, from Cloquet Lumber Company.
- Duluth*. Carnegie Library. Gift of \$25,000, for a new library building, in addition to a former gift of \$50,000, from Andrew Carnegie.
- Mankato*. Public Library. Gift of \$40,000, for a public library building, from Andrew Carnegie.
- Minneapolis*. Public Library. Gift of \$60,000, for the erection of a branch library building, from ex-Governor J. S. Pillsbury.
- St. Cloud*. Public Library. Gift of \$25,000, for a public library building, from Andrew Carnegie.

- Gift of \$2000, towards the purchase of a site for the new Carnegie library building, from J. J. Hill, of St. Paul.
- St. Paul*. Public Library. Gift of \$500, for purchase of children's books, from various friends of the library.
- Gift of their library of 430 volumes, from St. Paul Teacher's Association.
- Gift of 38 photographs of paintings, two pictures and a large cast of the Victory of Samothrace, from four donors.
- Sleepy Eye*. Dyckman Free Library. Gift of \$8000, being the cost of the completed library building, from F. H. Dyckman.

## MISSISSIPPI.

- Natches*. Fisk Library Association. Gift of \$25,000, from Mrs. Christian Schwartz, on condition that the Association raise an additional \$10,000.
- Gift of site, valued at \$3000, and a library building, to cost \$10,000, from Mrs. Christian Schwartz.
- Yazoo*. Public Library. Gift of a library building, to cost \$25,000, as a memorial to the late Gen. B. S. Ricks, from his widow.
- Gift of \$1000, from Mrs. K. C. Gardner.

## MISSOURI.

- De Soto*. Railroad Library. Gift of \$1000, for a library for railroad employees, from Miss Helen Gould, of New York.
- Hannibal*. Public Library. Gift of \$25,000, for the erection of a library building, to be known as the John H. Garth Public Library, from Mrs. John H. Garth and her daughter, Mrs. R. M. Goodlet.
- Jefferson City*. Public Library. Gift of \$25,000, for a new library building, from Andrew Carnegie, upon condition that the city secures a site and appropriates \$3000 a year for the maintenance of the library.
- St. Joseph*. Free Library. Bequest of \$20,000, from Jarvis Ford.
- St. Louis*. Public Library. Gift of \$1,000,000, for public library buildings, from Andrew Carnegie, provided the city will contribute the site and appropriate \$150,000 yearly for the support of the library.
- Gift of \$400,000, to lift incumbrance on block to be used for the new Carnegie Library, from four St. Louis citizens.
- South St. Joseph*. Public Library. Gift of \$25,000, for a public library building, from Andrew Carnegie.

## NEBRASKA.

- Crete*. Public Library. Gift of \$10,000, for a public library building, from T. H. Miller, provided the city furnish a site approved by the donor.
- Lincoln*. University of Nebraska. Bequest of 2000 volumes, of history, literature, and works on education, forming the library of the donor, from Simon Kerl, of Oakland,



Neb. The books are never to be loaned outside the library rooms.  
**South Omaha.** Public Library. Gift of \$60,000, for a public library building, from Andrew Carnegie.

NEW HAMPSHIRE.

**Derry.** Benjamin Adams Memorial Library. Bequest of \$10,000, for the erection of a town-hall and public library building, from Benjamin Adams.  
**Hanover.** Dartmouth College. Bequest of \$10,000, as a library fund for the Department of Philosophy, from Mrs. Susan A. Brown.  
**Pittsfield.** Public Library. Gift of a library building, to be erected, value not stated, from Josiah Carpenter, of Manchester.  
**Rindge.** Ingalls Memorial Library. Gift of \$1000, as a fund, the interest to be used for the benefit of the library, from the Hon. Ezra S. Stearns.

NEW JERSEY.

**Jersey City.** Free Public Library. Gift of 819 volumes and 381 pamphlets, forming the medical library of the late Dr. S. W. Clark, from his widow.  
**Montclair.** Public Library. Gift of \$30,000, for public library building, from Andrew Carnegie.  
 **Newark.** Free Public Library. Gifts of 1125 periodicals and pamphlets, from three persons.  
**Perth Amboy.** Public Library. Gift of \$20,000, for a public library building, from Andrew Carnegie. The city already appropriates \$1200 yearly.  
 — Gift of a site for a public library building, value not stated, from J. C. McCoy.  
 — Gift of \$1000, with which to purchase books when needed, from Adolph Lewisoohn.  
**Princeton.** Princeton University. Gift of \$50,000, for library maintenance, from anonymous donor.  
 — Gifts of cash aggregating at least \$16,000, from various sources.  
 — Gift of \$5000, for library of Germanics, from the class of 1891.  
 — Bequest of 2739 volumes and 860 pamphlets, from Prof. William Henry Green.  
 — Gift of 1000 volumes, from the library of the late Dr. Samuel Miller, presented by Samuel Miller Breckinridge.  
 — Gift of 310 volumes, from D. H. Smith, of New York.  
 — Gift of 255 volumes, from Prof. Henry Van Dyke.  
**Trenton.** Public Library. Gift of books, forming the Women's Christian Temperance Union Library, to the Public Library.  
 — Gift of about 2500 volumes, comprising books in "A. L. A. catalog" not already in library, from Ferdinand W. Roebing, president of the board.

NEW MEXICO.

**Albuquerque.** Free Public Library. Gift of a two-story brick building, valued at \$25,000, on condition that it be used forever as a public library and that \$1000 additional be raised by the citizens, from J. S. Reynolds.  
 — Gift of \$2000, for the purchase of books, raised by popular subscription.

NEW YORK.

**Albany.** Young Men's Association Library — Pruyn Branch Library. Gift of building, furniture, and equipment, cost about \$20,000, from Mrs. William G. Rice, in memory of her father, the late Chancellor J. V. L. Pruyn.  
 — Gift of \$525, from various persons.  
**Angelica.** Free Library. Gift of \$12,000, for a library building, from Mrs. Frank Smith.  
 — Gift of a building lot for a library building, value not stated, from Frank S. Smith.  
**Brooklyn.** The Brooklyn Library. Bequest from Mr. James A. H. Bell of sixteen-seventy-fifths of his estate. This bequest is estimated to be worth about \$10,000. Mr. Bell also left the library 1523 volumes, collected since he gave his library of 10,425 volumes, three years ago.  
 — Long Island Historical Society. Gift of \$6500. This amount was raised by popular subscription, and is to be known as the "Storrs Memorial Fund," the income to be devoted to the increase of the library.  
 — Bequest of \$1000, the income to be expended in "the enlargement of the department of ecclesiastical history," from Richard S. Storrs, D.D., late President of the Society.  
**Caldwell, Lake George.** Dewitt C. Hay Library Association. Bequest, valued at about \$13,300, consisting of 100 shares of Amer. Bank Note Co. stock, 35 shares of C. M. and St. Paul R. R. stock, and \$2000 in Duluth and Iron Range R. R. stock, to be held in trust, the income to be spent for new books, pictures, and objects of art, from Mrs. Marietta C. Hay, of Tarrytown, N. Y. This library is established in memory of the donor's husband.  
**Catskill.** Public Library. Gift of \$20,000, for public library building, from Andrew Carnegie.  
**Cohoes.** Public Library. Gift of \$25,000, for public library building, from Andrew Carnegie.  
**Gloversville.** Public Library. Gift of \$25,000, for new library building, from Andrew Carnegie. The city already appropriates \$3000 for library maintenance.  
**Greene.** Public Library. Gift of \$30,000, for a public library building, from William H. and James H. Moore, founders of the Diamond Match Co., of Chicago.  
**Hempstead, L. I.** Public Library. Gift of:

- \$25,000, for a public library building, from Andrew Carnegie.
- Homer.* Public Library. Gift of \$10,000, for the erection of a public library building, from George W. Phillips.
- Ithaca.* Cornell University. Gift of \$12,000, as an endowment fund for the Flower Veterinary Library, the income alone to be used for the increase of the collection, from Mrs. Roswell P. Flower.
- Gift of \$1126, as a contribution toward printing the catalogue of the Dante collection, from Willard Fiske.
  - Bequest, estimated at about \$2000, from C. H. Howland, class of 1901. This is to form an endowment fund, the income to be used for the purchase of works in the English language for a circulating library for the use of students and officers of the university, and is not payable until after the death of the testator's father, who is still living.
  - Gift of \$575, for the increase of the White Historical Library, from the Hon. Andrew D. White.
  - Gift of 330 volumes, from the family of the late Prof. S. G. Williams.
  - Gift of 300 volumes, from Theodore Stanton, class of '76.
- Johnstown.* Public Library. Gift of \$20,000, for a public library building, from Andrew Carnegie, the city to furnish site and appropriate \$2500 yearly for maintenance.
- Middletown.* Thrall Library. Bequest of \$31,500, with which a fine library building has been erected, from Mrs. S. Marietta Thrall.
- Mount Vernon.* Public Library. Gift of \$35,000, for a public library building, from Andrew Carnegie.
- New Rochelle.* Public Library. Gift of \$25,000, for a public library building, from Andrew Carnegie. The city must furnish site and a yearly maintenance of \$4000.
- New York City.* American Geographical Society. Gift of \$4455 to building fund, from various persons.
- Am. Institute of Electrical Engineers. Gift of Latimer Clark collection of electrical works, 6000 v., from Dr. S. S. Wheeler.
  - American Museum of Natural History. Gift of 4539 volumes, pamphlets, etc., on Natural History, including 73 maps, of a value of not less than \$4200, from Gen. Egbert L. Viele.
  - Gift of 3166 volumes of Bibles, dictionaries, travels, cyclopædias, etc., valued at \$6500, from N. Y. Ecumenical Council.
  - Gift of 243 volumes and 33 pamphlets, handsomely bound and valued at \$2000, from Frederick A. Constable.
  - Gift of 45 rare volumes on Mineralogy, valued at \$250, from Ernest Schernikow.
  - Association of the Bar. Gift of \$10,000, received Jan. 1, 1901, source not given.
  - Columbia University. Gift of \$10,000, from "A Friend of the University," for additions to the library.
  - Gift of \$5000, from "A Friend of the University" (another friend), for special purposes.
  - Gift of \$2250, with which to complete the library's set of English Parliamentary Papers, from the Hon. William S. Schermerhorn.
  - Gift of the "Garden Library" of 2279 volumes and 145 pamphlets, consisting of works by Southern authors or bearing on Southern history, from The New York Southern Society.
  - Deposit of the library of the Holland Society, consisting of books and pamphlets, mostly in the Dutch language, many of which are rare.
  - General Theological Seminary. Gift of 2700 volumes, a part of the library of the Rev. B. I. Haight, D.D., from C. C. Haight, Esq.
  - Gift of 1000 volumes, a part of the library of the Rt. Rev. Horatio Potter, D.D., from Prof. William B. Potter.
  - Gift of books, number not stated, to the value of \$3850, from the Society for Promoting Religion and Learning in the State of New York.
  - Mechanics' Institute Library. (General Society of Mechanics and Tradesmen.) Bequest of \$5000, from estate of Charles P. Haughan.
  - New York Free Circulating Library. (New York Public Library.) Bequest of \$20,000, from Oswald Ottendorfer.
  - Bequest of \$11,250, from Proudfit Estate. This library is now absorbed by the New York Public Library—Astor, Lenox, and Tilden Foundations.
  - New York University. Gift of over 1200 volumes, from the library of the late Prof. Ezra Hall Gillett, D.D., from his two sons.
  - Public Library—Astor, Lenox, and Tilden Foundations. Gift of \$5,200,000, for the erection of 65 branch library buildings, the city to furnish the sites and guarantee the maintenance of the libraries, from Andrew Carnegie.
  - Gift of 1304 volumes, from the Union League Club.
  - Gift of 738 volumes, from Hon. Robert P. Porter.
  - Gift of 592 volumes, from the Misses Ely.
  - Gift of 497 volumes, from Mrs. Gertrude King Schuyler.
  - Gift of 393 volumes, from estate of S. V. R. Townsend.
  - Gift of 243 volumes, from Dr. R. G. Wiener.
  - Gift of 287 volumes, from H. V. and H. W. Poor.
  - Gift of 280 volumes, from Edmond Bruwaert.
  - Gift of 923 groups of steel engravings, all

- "engravers' proofs," chiefly the works of the donor's father, from James D. Smillie.
- Gift of a large and valuable collection of Japanese engravings and chromo-xylographs, formed by Captain Brinkley, of the *Japan Mail*, from Charles Stewart Smith.
  - New York Society Library. Bequest of \$1000, from Maria B. Mount.
  - Bequest of \$20,004.86, from Charles H. Contoit; during the previous year \$137,000 was paid to the library by this estate.
  - Union Theological Seminary. Gift of 559 volumes, from the library of the late president, Roswell Dwight Hitchcock, LL.D.
  - Gift of 519 volumes, from the library of the late Prof. Ezra Hall Gillett, D.D., from his two sons.
  - Washington Heights Free Library. Gift of \$1700 by Andrew Carnegie towards completing sum required by conditional gift for new building.
  - Young Men's Christian Association. Gift of \$5000, to prepare catalogue of circulating library, from Frederick E. Hyde.
- Newark.* Gift of a library building, costing nearly \$25,000; also, \$1000 to send out travelling libraries in the neighborhood and the salary of the librarian for a year, from Mr. Henry C. Rew, of Evanston, Ill.
- Niagara Falls.* Public Library. Gift of \$50,000, for a public library building, from Andrew Carnegie, the city to furnish a site and a yearly maintenance of \$7000.
- Oxford.* Public Library. Gift of a public library, from children of the late Eli L. Corbin.
- Oyster Bay, L. I.* Public Library. Gift of \$1000, towards a public library building, by Andrew Carnegie. No conditions were attached to this gift.
- Peeckskill.* Public Library. Gift of the old Henry Ward Beecher residence, fully equipped for a public library, from Dr. John Newell Tilton.
- Port Jervis.* Public Library. Gift of \$20,000, for public library building, from Andrew Carnegie, the city to furnish site and appropriate \$3000 yearly maintenance.
- Gift of plot of ground for library site, value not stated, from Peter E. Farnum.
- Rochester.* Reynolds Library. Gift of 900 volumes of United States public documents, from Hon. Charles S. Baker.
- St. George, S. I.* Arthur Winter Memorial Library of the Staten Island Academy. Gift of \$500, from Andrew Carnegie, without conditions.
- Schenectady.* Public Library. Gift of \$50,000, for a public library building, from Andrew Carnegie. The city council had already appropriated \$5000 a year for library maintenance provisionally in hope of securing a Carnegie gift. A site is under consideration, at a probable cost of \$14,000.
- Gift of \$15,000, with which to purchase a

site for the new Carnegie library, from the General Electric Company.

*Syracuse.* Public Library. Gift of \$260,000, for a new library building, from Andrew Carnegie, the city to furnish site and guarantee \$30,000 yearly for maintenance.

*Watertown.* Flower Memorial Library. Gift of \$60,000, from Mrs. Emma Flower Taylor, for a public library to commemorate her father, the late Governor Roswell P. Flower.

*Yonkers.* Public Library. Gift of \$50,000, for a public library building, from Andrew Carnegie.

#### NORTH CAROLINA.

*Charlotte.* Public Library. Gift of \$20,000, for public library building, from Andrew Carnegie.

*Durham.* Trinity College. Gift of \$50,000, for a library building, from James K. Duke, president of the American Tobacco Co.

*Raleigh.* Olivia Raney Memorial Library. Gift of 5000 volumes, also services of a trained librarian to organize the work, from Richard B. Raney.

#### NORTH DAKOTA.

*Fargo.* Public Library. Gift of \$50,000, for public library building, from Andrew Carnegie.

#### OHIO.

*Akron.* Public Library. Gift of a building for the public library, to cost not less than \$50,000, from Col. George T. Perkins.

- Gift of library of music (1898), valued at \$600, name of donor not stated.

*Ashtabula.* Public Library. Gift of \$15,000, for public library building, from Andrew Carnegie.

*Bucyrus.* Memorial Library. Gift of \$500, for purchase of books, from Andrew Carnegie.

*Canton.* Public Library. Gift of \$50,000, for public library building, from Andrew Carnegie.

- Gift of property, valued at \$10,000, from W. W. Clark.

*Cincinnati.* Natural History Library. Gift of \$60,000, for a new library building, name of donor not stated.

- Gift of 14,000 volumes, donor not named.

- Public Library. Gift of \$1000, for the purchase of books for the blind, raised by popular subscription.

- Gift of 500 volumes in raised type for the blind, name of donor not given.

- Gift of 416 volumes and 1600 pamphlets, from H. L. Wehmer.

- University Library. Gift of 6782 volumes; the Robert Clarke collection.

*Cleveland.* Adelbert College, of Western Reserve University. Gift of \$15,000, name of donor not given.

- Case Library. Library property condemned by U. S. government for new public building; award, including damages, fixed at \$507,000.
- Cleveland Hardware Co.'s Library. Gift of 300 volumes, from famous people all over the world, many with autographs.
- Medical Library Association; The Vance Library. Gift of 2000 volumes, from Drs. Dudley P. Allen and A. C. Hamman.
- Public Library. Gift of 306 bound and 217 unbound volumes, on Oriental religions, folk-lore and allied subjects, from John G. White.
- Columbus*. Public Library. Gift of \$1000, for maintenance of the Kilbourne alcove; also 750 volumes, from James Kilbourne.
- Conneaut*. Public Library. Gift of \$100,000, for a public library building, from Andrew Carnegie.
- Delaware*. Ohio Wesleyan University. Gift of 4179 volumes, including the complete library of the late Prof. Karl Little, from Prof. John Williams White, of Harvard University.
- Gambier*. Kenyon College Library. Gifts of \$15,000, names of donors not given.
- Geneva*. Platt R. Spencer Memorial Library. Gifts of \$1577, names of donors not given.
- Granville*. Dennison University Library. Gifts of \$525, names of donors not given.
- Greenville*. Public Library. Gift of \$15,000, for public library building, from Andrew Carnegie, a yearly maintenance of \$2000 required. The site has already been secured.
- Hamilton*. Lane Free Library. Gift of \$500, donated by citizens.
- Marietta*. Marietta College. Gift of 18,712 volumes, from his private library, by Hon. R. M. Stimson; to be kept together and in reasonable repair. The collection is especially rich in Americana relating to the Mississippi Valley.
- Massillon*. McClymonds Public Library. Gift of library building, valued at \$20,000, name of donor not given.
- Gift of \$10,000, as an endowment for books, name of donor not given.
- Painesville*. Public Library. Gift of new library building, neither value nor name of donor given.
- Gift of 385 volumes, name of donor not given.
- Sandusky*. Public Library. Gift of \$50,000, for a public library building, from Andrew Carnegie.
- Shelby*. Public Library. Gift of property valued at \$6500, for a public library, from Daniel S. Marvin.
- Stuebenville*. Carnegie Public Library. Gift of \$50,000, for a public library building, from Andrew Carnegie.
- Toledo*. Public Library. Gift of \$1800, from Mr. Hardy.
- Gift of \$1000, from Mrs. J. R. Locke.
- Gifts of 1223 volumes, names of donors not given.
- Van Wert*. Brumback Library. Gift of new library building, costing about \$50,000, from family of the late John S. Brumback, thus carrying out his intentions in completing and furnishing it and presenting it to the county.
- Wooster*. University Library. Gift of a \$35,000 library building, from H. C. Frick, of Pittsburg, Pa. "This beautiful building is fitted up with the latest improvements."
- Youngstown*. Reuben McMillan Free Library. Bequest of \$5000, received from Charles D. Arms.

## OREGON.

- Portland*. Library Association. Gift of \$25,050, from the three daughters of the late Henry Failing.
- Bequest of \$2500, the income to be used for maintenance of the donor's private library of nearly 9000 volumes, also bequeathed to this institution, from John Wilson.
- Bequest of his private library of nearly 9000 volumes, valued at \$2500, from John Wilson. This library is rich in art works and examples of early printing, and is to be kept as a separate collection for reference only.
- Gift of \$1100, for work of cataloging the Wilson Library, provided for by private subscription, by the directors.

## PENNSYLVANIA.

- Braddock, Duquesne, and Homestead*. Carnegie Libraries. Gift of \$1,000,000, from Andrew Carnegie. This amount has been placed in trust with the Carnegie Company, of Pittsburg, the income of which is to be devoted to maintaining the above libraries, founded by Mr. Carnegie. It will be distributed from time to time, according to the work done or needed.
- Carbondale*. Public Library. Gift of \$25,000, for a public library building, from Andrew Carnegie.
- Duquesne*. See Braddock.
- Easton*. Lafayette College. The Van Wickle Memorial Library building, erected at a cost of \$30,000, from a legacy of Augustus S. Van Wickle, of Hazleton, Pa.
- Public Library. Gift of \$50,000, for a public library building, from Andrew Carnegie. The gift was declined March 14, 1901, because of maintenance requirement, and afterwards accepted (April 11) on assurance that the site would be given to the city.
- Gift of money to purchase a site for the building offered by Mr. Carnegie, amount not stated, raised by popular subscription.
- Homestead*. See Braddock.
- Huntingdon*. Gift of \$20,000, for a public library building, from Andrew Carnegie.

*Idlewood.* Chartiers Township Free Library. Gift of \$1500, for the purchase of books, from Andrew Carnegie.

*Newcastle.* Public Library. Gift of \$30,000, for public library building, from Andrew Carnegie. If the yearly maintenance is made \$4000 the gift will be raised to \$40,000. Gift rejected, June 27, 1901.

*Philadelphia.* Academy of Natural Sciences. Bequest of about \$500,000, from Dr. Robert B. Lamborn. Though bequeathed to the academy, its library will be benefited by the bequest.

—Bequest of about \$75,000, and a valuable collection of botanical books and dried plants, from Charles E. Smith. The library will be benefited by this bequest.

—College of Physicians. Gifts and bequests amounting to \$27,500 towards a "Library Endowment Fund," raised through the efforts of the president of the college, Dr. W. W. Keen, within a period of eighteen months, as follows:

Trustees of the William F. Jenks Memorial Fund, \$7000.

Mr. William W. Frazier, \$5000.

Estate of Esther F. Wistar, \$5000.

Mrs. William T. Carter, \$5000.

Dr. William W. Keen, \$1000.

Charles C. Harrison, \$1000.

J. Percy Keating, \$1000.

Major Luther S. Bent, \$1000.

John H. Converse, \$1000.

George H. McFadden, \$500.

—Gift of 2466 volumes, from Dr. J. M. Da Costa.

—Gift of 1500 volumes, from Dr. John Ashurst, Jr.

—Gift of 272 volumes, from the daughters of the late Dr. William T. Taylor.

—The Franklin Institute. 844 volumes and 899 pamphlets, relating to iron, coal, mining, railroads, and statistics, from the late Charles E. Smith, at one time president of the Philadelphia and Reading Railroad Co.

—Free Library. Bequest of 1215 volumes and 1806 unbound books, pamphlets and magazines, through Stevenson Hockley Walsh, from Mrs. Annie Hockley.

—Gift of 464 volumes, for H. Josephine Widener Branch Library, from Mr. P. A. B. Widener.

—Gift of 245 volumes, from estate of George B. Roberts.

—Gift of several volumes in embossed type for the blind, from Dr. David D. Wood.

—Historical Society of Pennsylvania. Gift of \$5000, from Mrs. Miffia Wistar.

—Gift of \$2041, from Miss Ellen Waln.

—Gift of \$500, from Carl Edelman.

—Library Company of Philadelphia. Gift of 900 volumes, from the Hon. Richard Vaux.

—Gift of 406 volumes, from Henry Carey Baird, Esq.

—University of Pennsylvania. Gift of \$1750, to be spent in purchase of philosophical books, from Class of 1889.

—Gift of \$615, for purchase of files of botanical periodicals, from Robert B. Buist.

—Gift of about 2500 volumes exceedingly valuable in works of Travels and Archaeology, from the heirs of Robert H. Lamborn, and the Academy of Natural Sciences.

—Gift of 1300 volumes, secured at Hunter sale, from contributions of friends of the University.

*Phoenixville.* Public Library. Gift of \$15,000, for public library building, from Andrew Carnegie.

*Reading.* Public Library. Gift of \$2000, for purchase of books, from friends.

—Gift of 681 volumes, from same source.

—Gift of 356 volumes, forming his library, from Henry S. Comstock.

*Sharon.* Public Library. Gift of \$25,000, for a public library building, from Andrew Carnegie.

*Washington.* Washington and Jefferson College. Gift of \$10,000 (added to the \$50,000 given by her husband, William R. Thompson, for a new library building), from Mrs. Mary Thow Thompson, of Pittsburg. The building will cost \$40,000, the balance, \$20,000, will be held as a book fund, the income only to be spent. Mr. Thompson's gift is intended as a memorial to his mother, Mrs. Elizabeth Donaldson Thompson.

—Gift of \$30,000, towards the erection and maintenance of a new library building, from W. P. Thompson, making in all from Mr. and Mrs. Thompson \$60,000.

*Wilkesburg.* Public Library. Gift of \$50,000, for public library building, from Andrew Carnegie.

#### RHODE ISLAND.

*Central Falls.* Adams Library. Bequest of \$35,000 from Stephen Ludlow Adams, as a special trust for the establishment of a library, to be named as above; \$25,000 to be spent on building, the income of \$10,000 for its maintenance.

*Newport.* Redwood Library. Bequest of \$1000, from Miss Martha Maria Anderson.

—Bequest of \$5000, to be paid at the expiration of three years, from John Nicholas Brown. This is to be used as a fund, the income to be used for the purchase of books.

—Bequest of \$2000, from Mrs. Orleana Ellery Redwood Pell (Mrs. Walden Pell).

—Gift of 316 volumes on angling and hunting, from Daniel B. Fearing.

*Providence.* Brown University. By the will of the late John Nicholas Brown it is provided that the John Carter Brown Library of Americana previous to 1801, the estimated value of which is at least \$1,000,000, shall be maintained as a permanent me-

morial. The testator sets aside \$150,000 for a building and \$500,000 as an endowment fund for its increase and maintenance. This library and its endowments have been presented, by the trustees of the estate, to Brown University.

- Gift of \$1000, for purchase of American poetry and drama, at the McKee sale, from William Goddard, Chancellor of the University.
- Gift of over 250 volumes on international law, from William Vail Kellen, a trustee of the University.
- Public Library. Bequest of \$10,000, from Ada L. Steere.
- Gift of \$3000, to be invested and income used for purchase of books. The name of the donor is not made public.

#### SOUTH DAKOTA.

*Aberdeen.* Alexander Mitchell Library. Gift of \$15,000, for public library building, from Andrew Carnegie. Mr. Carnegie requests that the library be called after his friend, Alexander Mitchell. Accepted March 20, 1901.

*Sioux Falls.* Public Library. Gift of \$25,000, for a public library building, from Andrew Carnegie.

#### TENNESSEE.

*Chattanooga.* Public Library. Gift of \$50,000, for library building, from Andrew Carnegie. It is reported that the amount of the gift will be raised to \$100,000, provided the city agrees to appropriate \$10,000 yearly.

*Jackson.* Public Library. Gift of \$30,000, for public library building, from Andrew Carnegie.

*Memphis.* Cossitt Library. Bequest of 942 volumes and 423 pamphlets especially strong in social science and history, from Gen. Colton Greene.

#### TEXAS.

*Dallas.* Public Library. Gift of over 1100 volumes, from various persons, at a book reception, held Dec. 11, 1900.

*San Antonio.* Carnegie Library. Collection of books, valued at \$3500, from San Antonio Library Association. To be turned over to the Carnegie Library on the completion of its building, and provided that the city contribute \$50 a month towards expenses until so turned over.

*Waco.* Public Library. Gift of \$1000, by Andrew Carnegie, towards the library.

#### UTAH.

*Ogden.* Public Library. Gift of \$25,000, for a public library building, from Andrew Carnegie.

*Salt Lake City.* Free Public Library. Gift of \$75,000, to erect a free public library building, and a building site worth \$25,000, from John Q. Packard.

#### VERMONT.

*Middlebury.* Middlebury College. Gift of the Starr Library building, erected from a bequest of \$50,000, from Egbert Starr, of New York City.

*Windsor.* Library Association. Bequest of \$2000, from Charles C. Beaman, of New York.

#### VIRGINIA.

*Hampton.* Hampton Normal and Industrial Institute. Gift of a new library building, cost not stated, as a memorial to Collis P. Huntington, from Mrs. C. P. Huntington.

*Lexington.* Washington and Lee University. Bequest of his law library (1884), made available by death of his widow, from Prof. Vincent L. Bradford, of Philadelphia.

*Norfolk.* Public Library. Gift of \$50,000, for a public library building, from Andrew Carnegie.

— *Seaboard Air Line Travelling Libraries.* Gift of \$1000, from Andrew Carnegie.

*Richmond.* Public Library. Gift of \$100,000, for a public library building, from Andrew Carnegie.

*Winchester.* Public Library. Bequest of \$250,000, from Judge John Handley, of Scranton, Pa.

#### WASHINGTON.

*Seattle.* Public Library. Gift of \$200,000, for a new library building, to replace the one destroyed by fire Jan. 2, 1901, from Andrew Carnegie, on condition that the city make a guarantee to provide \$50,000 yearly for maintenance and improvement.

*Tacoma.* Public Library. Gift of \$50,000, for a public library building, from Andrew Carnegie. Accepted with the proviso that \$7500 will be appropriated for maintenance annually if the gift is increased to \$75,000. A site has already been selected.

#### WEST VIRGINIA.

*Wheeling.* Public Library. Gift of \$75,000, for a public library building, from Andrew Carnegie.

#### WISCONSIN.

*Appleton.* Public Library. Gift of \$663.54, from directors of Prescott Hospital.

— Gift of \$500, for furnishing room, from women's clubs.

*Ashland.* Vaughn Library. Bequest of the Vaughn Library, valued at \$60,000; also property which will give it an income of \$1200 a year, from Mrs. Vaughn-Marquis, of Chicago.

— Bequest of 540 volumes, from Mrs. E. Vaughn-Marquis.

*Columbus.* Public Library. Gift of \$1300, \$1000 for endowment and \$300 for immediate use, from Mrs. C. A. Chadbourne and F. A. Chadbourne.

*De Pere.* Public Library. Gift of \$2000, towards furnishing a library of 10,000 vol-

- umes and upwards, if accepted before September, 1902, from A. G. Wells.
- Green Bay.** Kellogg Public Library. Gift of \$20,000, for public library building, from Andrew Carnegie, the city to furnish site and \$2500 yearly for maintenance.
- Gift of a building site for new Carnegie Library, worth \$2000, from Bishop Messenger.
- Janesville.** Public Library. Gift of \$30,000, for a public library building, from Andrew Carnegie. The city council voted March 19, 1901, to appropriate \$3500 yearly for maintenance.
- Bequest of \$10,000, for a public library building, from F. S. Eldred.
- Kenosha.** Gilbert M. Simmons Library. Gift of a library building and furniture, costing about \$150,000, from Z. G. Simmons, in memory of his son, Gilbert M. Simmons.
- Gift of \$20,000, for purchase of books, from Z. G. Simmons.
- La Crosse.** Washburn Library. Gift of the Albert Boehm collection of stuffed birds, valuable but cost not stated, from citizens of the city.
- Lake Geneva.** Public Library. Gift of 750 volumes, from several ladies.
- Lake Mills.** Public Library. Gift of \$1000, in addition, for building, from L. D. Fargo.
- Gift of \$1700, for building site, from citizens of the place.
- Madison.** Free Library Commission. Gift of \$35, for German travelling library, from citizens of Milwaukee.
- University of Wisconsin. The Germanic Seminary Library, comprising 1700 volumes, relating especially to Germanic philology and literature; purchased from a fund of \$3146, raised by German-American citizens of Milwaukee and presented Jan. 1, 1899.
- Gift of \$2645 for purchase of books for School of Economics and Political Science, from gentlemen in New York, Milwaukee, Madison, and other Wisconsin cities.
- Gift of \$2350, for the purchase of books for School of Commerce, from five citizens of Milwaukee.
- Gift to the Germanic Seminary Library of 268 volumes, from the house of F. A. Brockhaus, of Leipzig.
- Marshfield.** Public Library. Gift of \$2500, one-fifth to be expended annually for five years for books, from W. D. Connor.
- Menomonie.** Memorial Free Library. Gift of about \$2000, for running expenses pending settlement of the estate of Captain A. Tainter, from his son and daughter, L. S. Tainter and Mrs. Fanny Macmillan.
- Milwaukee.** Law Library. Bequest of \$10,000, one-half for endowment and one-half for the purchase of books, from A. R. R. Butler.
- Public Library. Gift of \$10,000, for a collection of books on literary subjects, from Mrs. A. A. Keenan, as a memorial to her husband, the late Matthew Keenan.
- Oconomowoc.** Public Library. Gift of \$1500, toward library building, from Mrs. P. D. Armour.
- Gift of \$1500, toward library building, from Mrs. P. D. Armour, Jr.
- Gift of \$1500, toward library building, from Mrs. Bullen.
- Oshkosh.** Harris-Sawyer Library. Bequest of \$75,000, toward new library building, from Marshall Harris.
- Bequest of \$25,000, towards new library building, from Philetus Sawyer. The bequests of Mr. Harris and Mr. Sawyer were supplemented by \$50,000 from the city. The Harris bequest of \$75,000 was made in 1895 by Mrs. Abby S. Harris, to carry out the intentions of her husband. It was made on condition that within three years an equal amount should be raised for the same purpose. The bequest of \$25,000 by Hon. Philetus Sawyer was made to assist in raising the latter amount, the balance of which was secured by the issue of city bonds. \$90,000 remains as a trust fund.
- Gift of paintings, valued at \$5000, from Leander Choate.
- Racine.** Public Library. Gift of \$10,000, towards a public library, from citizens of that city.
- Sheboygan.** Public Library. Gift of \$25,000, for a public library building, from Andrew Carnegie.
- Gift of \$1000, or his salary of \$500 per annum for two years, for a site for library building, from the mayor, Fred Dennett.
- Stanley.** Public Library. Gift of \$12,000, \$8000 for building and \$4000 for equipment, from Mrs. D. R. Moon.
- Superior.** Public Library. Gift of \$50,000, for a public library building, from Andrew Carnegie.
- Gift of \$5500, for a library building site, from citizens of the town.
- Waukesha.** Carroll College. Gift of \$20,000, for a library endowment fund, from donor whose name is not given.
- Whitewater.** Public Library. Gift of \$3000, for a memorial collection of books, from Mr. and Mrs. D. S. Cook.

NOTE. — Foreign gifts include: For British provinces, Vancouver Public Library, \$50,000 from Andrew Carnegie — For Canada, McGill University of Montreal four gifts (\$14,000, \$1300, \$1000, \$500) for various purposes; Ottawa Public Library, \$100,000 from Andrew Carnegie; Windsor Public Library, \$20,000 from Andrew Carnegie; Sidney Public Library, \$15,000 from Andrew Carnegie; Winnipeg Public Library, \$100,000 from Andrew Carnegie; Halifax Art School and Public Library, \$75,000 from Andrew Carnegie — For Trinidad, Cuba, bequest for public library from Mary B. Carret — For Scotland, Glasgow district libraries, £100,000 from Andrew Carnegie; Greenock, £5000 from Andrew Carnegie; Hawick, £10,000 from Andrew Carnegie.

## SUMMARY BY STATES OF GIFTS AND BEQUESTS.

	No.	Gifts in money.	Money for buildings.	Books.	Miscellaneous.	Carnegie gifts.
N. Atlantic Division.	Maine.....	9	\$6,800	\$145,847.86		\$90,000
	New Hampshire.....	4	11,000	10,000+		
	Vermont.....	2	2,000	50,000		
	Massachusetts.....	44	280,550	500,000	6,908 v. +	art works, etc.
	Rhode Island.....	10	532,000	175,000	566 v. + +	
	Connecticut.....	28	199,887	154,000	6,265 v. +	842 mss. +
				10,000 pm.		
	New York.....	74	128,030.86	6,025,655+	29,737 v.	engravings.
				178 pm.		
	New Jersey.....	15	72,000	50,000+	7,623 v.	
S. Atlantic Div.	Pennsylvania.....	45	1,635,906	285,000+	2,366 pm.	dried plants.
				13,149 v.		
				2,785 pm.		
	Delaware.....					
	Maryland.....	2	26,250	50,000		
	District of Columbia.....					
	Virginia.....	6	251,000	150,000	law library.	
	West Virginia.....	1		75,000		
	North Carolina.....	3		70,000	5,000 v.	services.
	South Carolina.....					
Southern Cen. Div.	Georgia.....	2		20,000	960 v.	
	Florida.....					
	Kentucky.....	1	50,000			
	Tennessee.....	3		80,000	942 v.	
				423 pm.		
	Alabama.....	3		70,000	yes.	
	Mississippi.....	4	26,000	38,000		
	Louisiana.....	1	10,000		yes.	
	Texas.....	3		1,000	1,200 v. +	
	Arkansas.....					
N. Central Division.	Oklahoma Territory.....					
	Indian Territory.....					
	Ohio.....	39	69,408	1,002,000	49,553 v. +	
				1,817 pm.		
	Indiana.....	22	94,700	370,000+	5,275 v. +	ma.
	Illinois.....	29	32,893.50	685,000	4,000 v. +	
	Michigan.....	14	3,000	1,090,000	2,495 v.	
				3,367 pm.		
	Wisconsin.....	40	90,993.54	543,700	3,258 v.	paintings, etc.
	Minnesota.....	10	500	162,500	430 v.	art works, etc.
Western Division.	Iowa.....	14	24,000	307,000+		
	Missouri.....	7	21,000	1,475,000		
	North Dakota.....	1		50,000		
	South Dakota.....	2		40,000		
	Nebraska.....	3		70,000	2,000 v.	
	Kansas.....	4	6,000	40,000+		
	Montana.....					
	Wyoming.....					
	Colorado.....	3		128,000		
	New Mexico.....	2	2,000	25,000		
Cuba, British Provinces, Scotland.	Arizona.....			125,000		
	Utah.....	2				
	Nevada.....					
	Idaho.....					
	Washington.....	2		250,000		
	Oregon.....	4	28,650	9,000 v.		
	California.....	10	13,000	905,000	2,500 v.	
	Cuba.....					public library.
	British Provinces.....	10	2,800	374,000		
	Scotland.....	3		575,000		

## SUMMARY BY SECTIONS OF COUNTRY.

North Atlantic Division.....	231	\$2,867,573.86	\$7,395,502.26+	63,848 v. + +	art works, mss., engravings, etc.	\$7,199,700
South Atlantic Division.....	14	277,250	365,000	15,249 pm.	services.	291,000
South Central Division.....	15	86,000	189,000	960 v. + +		151,000
North Central Division.....	185	342,489.04	5,835,200+	2,042 v. + +		
Western Division.....	23	43,650	1,433,000	67,011 v. + +	art works, mss., etc.	3,880,000
				423 pm.		
				5,184 pm.		
				11,500 v.		
Cuba.....	468	\$3,616,962.90	\$15,217,702.26+	145,361 v. + +		\$12,769,700
British Provinces.....	10	2,800	374,000	20,856 pm.	1 library.	
Scotland.....	3		575,000			360,000
	482	\$3,619,762.90	\$16,166,702.26+			\$13,704,700

Total Gifts and Bequests to American libraries from all sources, \$19,786,465.16, 145,361 volumes, and 20,856 pamphlets. The above figures do not include several buildings and other gifts, the value of which was not stated. Statistics of this nature must ever remain mere approximations until some uniform system of gathering them is devised and carried out.



## REPORT OF THE A. L. A. PUBLISHING BOARD.

BY JOSEPH L. HARRISON, *Treasurer, Librarian of The Providence (R. I.) Athenaeum.*

IN accordance with the requirement of the constitution I have the honor to present herewith the report of the Publishing Board for the year 1900. The table of the financial operations of the board is essentially a trial balance, but divided into two sections to bring out more clearly the condition of the board's undertakings. The first section shows in the last two columns the net balance of loss or profit on each of our publications, June, 1901. In general it is true that our book publications, except the "List of subject headings," have not brought in what was expended on them, while our card publications have more than offset these losses by their profits, for although the final balance of all these accounts shows an excess of expenditures over receipts of \$830.74, yet it should be noticed that the two largest items in the expense column, \$476.84 and \$1290.02 are on account of publications which have not yet begun to bring many returns, *viz.*, the second edition of the "A. L. A. index" and the "Portrait index." If these are left out of consideration our other publications show a net profit to date of \$927.12. The second section of the table shows what means we have in hand or can count upon. The unpaid bills (\$241.69 + \$369.52 + \$16.50), \$627.71, are just about offset by the amount of bills and subscriptions due us, \$636.82; leaving the cash balance, \$823.64, plus the amount sunk in publications, \$830.74, to represent the sum still remaining in our hands of money appropriated to our use by the trustees of the Endowment Fund or received from other sources, \$1617.08, plus the sum of the balances still standing on the old membership accounts, \$46.41. It should be remembered that the office expenses of the year having been heavier than usual, over \$1800, have not been all charged to the account of our different publications, but a balance of \$345.55 has

been allowed to remain, reducing by so much the balance on this account of the previous year.

As a complement and supplement to the table the following statements concerning the board's publications and work may be of interest:

#### *Books.*

*A. L. A. proceedings.*—The board has in stock at its headquarters, 10½ Beacon street, Boston, nearly 2000 copies of the conference proceedings, covering the years from 1882 to date. There are a very limited number of copies of the years 1882, 1886, 1892, and 1893, and it is suggested that libraries desiring to complete sets in order to bind the proceedings by themselves would do well to give the matter early consideration.

*Annotated bibliography of fine art.*—The "Bibliography of fine art," prepared by Mr. Sturgis and Mr. Krehbiel and edited by Mr. Iles, which has become so favorably known because of the value of its descriptive, critical and comparative notes, was among the board's publications transferred to Messrs. Houghton, Mifflin & Co., of Boston (now the regular publishers of the board), in January, 1900, and may be obtained directly from them. The sales of the book, last year amounting to 84 copies, are gradually reducing the deficit incurred in its publication, which at the end of the year amounted to less than \$400.

*Books for boys and girls.*—The little, inexpensive, paper-covered handbook which bears this title, with its carefully annotated lists, prepared by Miss Hewins, of the Hartford Public Library, for the home use of fathers, mothers and teachers, continues in such active demand that less than 700 copies are now left of an original edition of 3000. It remains in the hands of the Publishing Board.

*Library tracts.*—Messrs. Houghton, Mifflin & Co. have published for the board dur-

ing the year three library primers, an edition of 1000 of each tract being printed. The first, "Why do we need a public library?" was compiled by a committee of the A. L. A. This was followed by "How to start a public library," by Dr. G. E. Wire, of the Worcester County Law Library, and "Travelling libraries," by Mr. Frank A. Hutchins, secretary of the Wisconsin Free Library Commission. They have been well received, and others on practical library subjects will follow as soon as possible. A very low price has been fixed for the tracts, and it is hoped that they will be generously used by clubs, commissions and individuals interested in promoting the advancement of library interests.

*List of books for girls and women and their clubs.*—This carefully selected list of some 2100 books "worthy to be read or studied by girls and women" should now be ordered directly of Messrs. Houghton, Mifflin & Co. Nearly 300 copies, including parts, were sold during the year, showing a continued though not increased demand.

*List of French fiction.*—Nearly 1000 copies of this convenient list, chosen and annotated by Madame Cornu, of Montreal, and Mr. Beer, of New Orleans, were sold during the year, reducing the stock on hand at the board's Beacon street office, where it can still be obtained, to less than 500 copies.

*List of subject headings for use in dictionary catalogs.*—"Subject headings" continues to be one of the most lucrative publications of the board. Nearly 300 copies were sold in 1900, and the accounts of the year show a balance in its favor of nearly \$500. Since the demand for the book comes almost exclusively from libraries, it still remains in the hands of the Library Bureau, where orders should be sent.

*Reading for the young.*—Sargent's "Reading for the young" is offered by Messrs. Houghton, Mifflin & Co. in three forms: the original edition, compiled by Mr. John F. Sargent; the "Supplement," compiled by Miss Mary E. and Miss Abby L. Sargent; and the original and supplement bound together. During the current year the original edition has become exhausted. It is probable that a limited number of copies will be printed

at once to supply the immediate demand and that a reprint, with additional matter, will be undertaken in the near future.

#### *Printed cards.*

*Current books.*—It need simply be stated under the head of "Printed cards for current books" that the entire reorganization of this part of the board's work has been the subject of active discussion during the year, and that the proposed plans for carrying it on more effectively will be fully explained to the conference by Mr. Fletcher, chairman of the Publishing Board. It may be appropriately added that, as in past years, the thanks of the Association are due to the publishers for their courtesy in sending books, and to Miss Browne for her earnest work in getting the cards to subscribers with—under often adverse conditions—most commendable promptness.

*English history.*—The annotated cards on English history continue to be printed at a loss. Mr. W. D. Johnston has been re-engaged, however, to edit the cards for the current year, and it is hoped that in the end their usefulness will be found to justify the work, at least to the extent of making them self-supporting.

*Periodical and society publications.*—The Publishing Board is now printing cards for nearly 250 periodical and society publications. During 1900, 2843 titles, or more than 170,000 cards, were sent out. This represents the largest single item of the board's work and an expenditure of more than \$1700, which is nearly met by receipts from the sales.

*Miscellaneous sets.*—The board has now printed 16 of the so-called "Miscellaneous sets," which are, together with the years or volumes covered, as follows: American Association for the Advancement of Science—Proceedings, 1875-1898; American Historical Association—Papers, 1885-91, v. 1-5; American Historical Association—Reports, 1889-98; New York State Museum—Bulletin, 1892-98, nos. 1-23; Massachusetts Historical Society—Collections, 1792-1899; Old South Leaflets—series 1-4; Smithsonian Institution—Annual reports, 1886-96; Smithsonian In-

stitution—Contributions to knowledge, 1862-97; Smithsonian Institution—Miscellaneous collections, 1862-97; U. S. Bureau of Ethnology—Annual reports, 1879-95; U. S. National Museum—Annual reports, 1886-95; U. S. National Museum—Bulletin, 1875-98, and (books) Depew, "One hundred years of American commerce"; Authors Club, "Liber scriptorum"; Shaler, "United States of America."

These sets simply cover the back numbers of what are now grouped in the board's work as "periodicals and society publications"—completed works like "Liber scriptorum," of course, being excepted. Subscriptions to these periodicals and publications as current continuations begin with the date of the receipt of the subscription, so that unless one has been a subscriber from the beginning there will of necessity (because of the limited number of the cards printed) be a break between the last year covered by the "Miscellaneous set" and the beginning of the subscription.

The sets have met with a warm welcome from the libraries, and the board is prepared to print cards during 1901 for the following additional sets, providing a sufficient number of orders are received to justify the work: American Academy of Political and Social Science—Annals, 1900 to date; American Economic Association—Economic studies, 1896-97; American Economic Association—Publications, 1887-96; *Bibliographica*, 1895-97; Bureau of American Republics—Publications; Columbia University Studies in History, Economy and Public Law, 1891-96; Johns Hopkins University Studies in History and Political Science, 1883-98; U. S. Geological Survey—Bulletins, 1884-98; U. S. Geological Survey—Monographs, 1882-98; U. S. Geological and Geographical Survey of the Territories—Reports, 1875-90; U. S. Geological and Geographical Survey of the Territories—Miscellaneous publications, 12 nos.

These brief statements show concisely the bibliographical work which the Publishing Board has completed and is now carrying on, and for which it needs the continued moral and financial support of the libraries of the Association.

*In preparation and under consideration.*

Other important work is in active progress. The "Literature of American history," being edited by Mr. Larned, and for which Mr. Iles has so generously donated \$10,000, is well along, and may be announced as a fall book. Under Mr. Fletcher's direction work on the second edition of the "A. L. A. index" has advanced rapidly, and the book will be ready for distribution before the end of the year. Mr. Dewey has promised that the long-delayed "Supplement" to the "A. L. A. catalog," being edited, as was the original, by Mrs. Salome Cutler Fairchild, will be out this summer. It is expected that active work on the "Portrait index" will be continued, and that under the editorship of Mr. Lane and Miss Browne the index will be pushed to rapid completion.

Among the pieces of valuable work under consideration, on which the board hopes soon to be able to take final and definite action, may be mentioned Mr. Teggart's "Handbook of libraries of the United States," an "Index to library periodicals," a "Bibliography of reference books," cards to current books recommended by the Wisconsin Free Library Commission and the Massachusetts Library Club index to the Massachusetts public documents.

In conclusion it remains to express the deep and sincere regret with which the board accepted the resignation of Mr. William C. Lane as its secretary and treasurer, tendered in December of last year on account of ill health and after a long period of most earnest, faithful and valuable service, and to repeat here the suggestion with which he closed his report to the Montreal conference, a suggestion made, it must be remembered, after years of closest attention to the workings of the board:

"The desirability of taking some definite steps toward putting the work of the Publishing Board on a broader and stronger basis is as evident as ever. In addition to the efficient service rendered by the assistant secretary, the Publishing Board could with advantage employ a portion, say half, of the time of a capable man who should combine business judgment and alertness with bibliographical tastes and knowledge of library

interests. The time has come when both for its own sake and in justice to those who serve the Publishing Board should have sal-  
 aried officers. To make the change successfully, however, requires a better financial condition than it yet has."

## STATEMENT OF ACCOUNTS, JANUARY 1 TO DECEMBER 31, 1900.

PUBLICATIONS.	Copies sold in 1900.	Copies on hand Dec. 31, 1900.	Balances, Jan. 1, 1900, being excess of expenditures or receipts to date.		Operations, Jan. 1 to Dec. 31, 1900.		Balances, Dec. 31, 1900, being excess of expenditures or receipts to date.	
			Spent.	Received.	Expenses.	Receipts.	Spent.	Received.
A. L. A. Proceedings.....	2	1829	.....	\$5.56	\$1.24	\$2.00	.....	\$6.32
Books for boys and girls.....	188	643	\$13.47	.....	.....	8.60	\$4.87	.....
Bibliography of fine art.....	84	209	415.87	.....	.....	47.50	368.37	.....
List of French fiction.....	991	440	.....	8.51	.....	20.64	.....	29.15
Books for girls and women ..	{ 107 218 pts.	{ 474 4064 pts.	{ .....	.....	66.19	66.19	.....	.....
Reading for the young.....	{ 6 orig. 32 suppl. 24 compl.	{ 899 5	{ 418.58	.....	.....	48.39	370.19	.....
List of subject-headings.....	296	55	.....	227.85	144.17	390.36	.....	474.04
A. L. A. index, 2d edition.....	.....	.....	242.84	.....	225.00	.....	467.84	.....
Portrait index.....	.....	.....	728.94	.....	561.08	.....	1290.02	.....
Current book cards.....	.....	.....	.....	467.37	719.16	860.39	.....	608.60
English history cards.....	.....	.....	.....	16.41	134.00	55.76	61.83	.....
Periodical cards.....	170,344	.....	.....	438.37	1795.75	1688.26	.....	330.88
Miscellaneous sets.....	.....	.....	41.85	.....	235.48	644.67	.....	367.34
Library tracts.....	824	2174	.....	.....	125.15	41.20	83.95	.....
Totals.....	.....	.....	\$1861.55	\$1164.07	\$4007.22	\$3873.96	\$2647.07	\$1816.33
General balance.....	.....	.....	.....	697.48	.....	133.26	.....	830.74
	.....	.....	\$1861.55	\$1861.55	\$4007.22	\$4007.22	\$2647.07	\$2647.07

OTHER ACCOUNTS.	Bal. Jan. 1, 1900.		Operations of 1900.		Bal. Dec. 31, 1900.	
	Dr.	Cr.	Dr.	Cr.	Dr.	Cr.
General expense and income account .....	.....	\$1960.48	\$345.55	\$2.15	.....	\$1617.08
Old members account.....	.....	49.25	2.84	.....	.....	46.41
Library Bureau account.....	.....	455.00	1413.23	1327.75	.....	369.52
Houghton, Mifflin & Co. account.....	.....	.....	159.12	175.62	.....	16.50
Other charges unpaid.....	.....	69.41	69.41	241.69	.....	241.69
Balance of cash.....	\$1100.66	.....	3019.67	3296.69	\$283.64	.....
Due to Publ. Board on bills and subscriptions.....	736.00	.....	2717.26	2816.44	636.82	.....
Totals.....	\$1836.66	\$2534.14	.....	.....	\$1460.46	\$2291.20
Balances.....	697.48	.....	.....	.....	830.74	.....
	\$2534.14	\$2534.14	.....	.....	\$2291.20	\$2291.20

## THE PROCEEDINGS.

WAUKESHA, WIS., THURSDAY, JULY 4—WEDNESDAY, JULY 10, 1901.

## FIRST SESSION.\*

(METHODIST CHURCH, WAUKESHA, THURSDAY EVENING, JULY 4.)

## PUBLIC MEETING.

The meeting was called to order at 8.15 by President CARR, who announced that the American Library Association would take up the program prepared for its 23d annual meeting. The president then introduced ANDREW J. FRAME, of Waukesha, who extended a cordial welcome to Waukesha on behalf of the local committee, referring to the advance made in library development throughout Wisconsin, largely through the efforts of such men as Senator Stout, of Menominee, and Z. G. Simmons, of Kenosha, and the enthusiasm of the state commission.

Mr. CARR then delivered the  
PRESIDENT'S ADDRESS.  
(See p. 1.)

The subject

WHAT MAY BE DONE FOR LIBRARIES  
was presented by three speakers, T. L. MONTGOMERY presenting

WHAT MAY BE DONE BY THE CITY,  
(See p. 5),

Dr. E. A. BIRGE reviewing

WHAT MAY BE DONE BY THE STATE,  
(See p. 7),

and HERBERT PUTNAM outlining

WHAT MAY BE DONE BY THE NATION,  
(See p. 9.)

Adjourned at 10 p.m.

## SECOND SESSION.

(ASSEMBLY ROOM, FOUNTAIN SPRING HOUSE,  
FRIDAY MORNING, JULY 5.)

President CARR called the meeting to order at 10.25, and announced that the usual reports of officers and committees would be taken up in due order.

\* Preceding this first general session of the Association, an informal social reception had been held at The Fountain Spring House, Wednesday evening, July 3; and during Thursday, July 4, there were meetings of the A. L. A. Council, special committees, etc.

The PRINTED REPORT OF 1900 MEETING was approved as presented and distributed.

The AMENDMENT TO CONSTITUTION, as approved at the Montreal meeting was submitted for ratification, and was adopted. It provides that in section 17, line 10, of the constitution the words "of the association," shall be stricken out, thus making the final sentence of that section read as follows: "It may, by a two-thirds vote, promulgate recommendations relating to library matters, and no resolutions except votes of thanks and on local arrangements shall be otherwise promulgated."

F. W. FAXON presented his

## SECRETARY'S REPORT.

During the 13 months since the Association met at Montreal the number of new members added has been 167.\* Including with the new those who have rejoined (for they are practically new members), we have over 225, the largest year's increase in the history of the A. L. A. The system of giving to each person who joins an accession number, and after a lapse of membership for one or more years reverting to the old number when he again joins, is not to my mind quite fair to the regular continued membership. One of the charter members, to take an extreme case, may, after paying dues for 1876 only, come in again this year by paying for 1901 and yet appear on a par with the 1876 members who have faithfully kept up their membership for 25 years. Those rejoining members should be included with the total of new names added. There is a chance here for our statistician to devise a better system of accession. In March, 1901, the active membership reached the 1000 mark, an achievement which may well be recorded at the opening of a new century.

In January 4000 copies of preliminary announcements were mailed to members, and others supposed to be interested. The secretary compiled for this purpose a card cata-

\* From the close of the Montreal meeting to close of Waukesha meeting the total new members joined were 280.

log of names, including in it members of all the state associations and local clubs.

In May a new handbook (68 pages and cover)  $3\frac{1}{4} \times 5\frac{3}{4}$  in., practically following the size of last issue, was sent out, giving list of members, officers and committees, statistical tables, lists of state and local library associations and state library commissions, necrology for the year, and other information of value to members and of use in extending the work of the A. L. A.

An edition of 4500 was printed at an expense of \$160.60, and about half were mailed, in connection with circular no. 2 regarding the Waukesha meeting. The remainder should suffice for the coming year, with a small supplement to include the new members, and the by-laws to be passed at Waukesha, thus completing the new constitution.

Early in June the final announcement was sent out, with private post card enclosed, requesting advance registration. This was entirely successful, 476 persons registering for attendance, up to June 28. A printed list of these, for distribution at the early sessions of the meeting, will, it is confidently expected, more than justify the expense of its compilation. (800 copies, 24 pages, same size as handbook, \$32.75.)

2000 copies of program (16 pages, hand-

book size) were printed and a copy mailed to each person who registered for attendance at the meeting, and to all members of the Association.

The secretary's expenses for the year, exclusive of handbook, will be about \$400, the chief items being postage and printing. This seems justified, as it has been the means of increasing the income of the A. L. A. by more than the amount expended.

Number of letters and postcards written during the year 1906, number received about 1000.

Gifts to the A. L. A. during the year have included:

Current issues of the New York Public Library *Bulletin*, and the *Library Journal*, from the publishers.

Reports of the Bristol meeting of the L. A. U. K., from the Honorable Secretary.

Report of the trustees of the Public Library of Victoria, Australia, 1900.

Catalogue of books on art, from the Newcastle-upon-Tyne Library.

Statistics of labor, Conn., Report, 1901.

*World Almanac*, 1901.

Annual reports of several American libraries, including Philadelphia Free, Haverhill Public, Somerville Public, and Bowdoin College libraries.

In closing I wish to thank all upon whom I have called for information or help, for the promptness and cordiality of their response.

#### GARDNER M. JONES presented the

##### TREASURER'S REPORT.

Balance on hand, Jan. 1, 1900 (Montreal conference, p. 107)..... \$54 75

##### RECEIPTS, JAN.-DEC., 1900.

###### Fees from annual members:

From 3 members for 1898

From 61 members for 1899

From 780 members for 1900

From 12 members for 1901

856 members at \$2..... \$1712 00

###### Fees from annual fellows:

From 1 fellow for 1899

From 9 fellows for 1900

10 fellows at \$5..... 50 00

###### Fees from library members:

From 1 library for 1899

From 29 libraries for 1900

30 libraries at \$5..... 150 00

\$1912 00

###### Life membership:

Alfred Hafner

Emma R. Neisser

2 life memberships at \$25..... \$50 00

Interest on deposit, New England Trust Co..... 11 64

Donation..... 1 00

\$2029 39

## PAYMENTS, JAN.-DEC., 1900.

## Proceedings, including delivery :

Jan. 15.	<i>Publishers' Weekly</i> , balance on printing and binding Atlanta Proceedings.....	\$142 92	
	<i>Publishers' Weekly</i> , delivery Atlanta Proceedings.....	66 27	
Mar. 17.	<i>Publishers' Weekly</i> , cartage.....	50	
Oct. 2.	<i>Publishers' Weekly</i> , Montreal Proceedings and delivery.....	881 34	
			\$1091 03

## Stenographer :

June 30.	J. H. Kenehan.....	\$30 75	
July 7.	G. D. Robinson.....	73 69	
			\$104 44

## Secretary and conference expenses :

April 24.	F. H. Gerlock & Co., printing handbook.....	\$59 00	
	F. H. Gerlock & Co., circulars, etc.....	35 25	
May 29.	Henry J. Carr, postage, etc.....	112 90	
June 30.	F. H. Gerlock & Co., programs and circulars.....	37 75	
July 24.	Henry J. Carr, travel secretaries' expenses.....	67 92	
Oct. 18.	F. W. Faxon, stamped envelopes, etc.....	15 60	
Dec. 12.	F. W. Faxon, salary, on account.....	50 00	
			\$378 42

## Treasurer's expenses :

May 29.	Gardner M. Jones, postage, etc.....	\$14 00	
Oct. 2.	Salem Press Co., printing bills, etc.....	5 50	
	Gardner M. Jones, stamped envelopes, etc.....	46 85	
Dec. 24.	Gardner M. Jones, expenses.....	31 55	
			\$97 90

Trustees of the Endowment Fund, life membership for investment.....	\$50 00	
		\$1721 79

## Balance on hand, Dec. 31, 1900 :

Deposit in New England Trust Co., Boston.....	\$201 55	
Deposit in Merchants' Bank, Salem, Mass.....	106 05	
		\$307 60
		<u>\$2029 39</u>

From Jan. 1 to July 1, 1901, the receipts have been \$1650.00 and the payments \$781.32, the balance on hand July 1 being \$1176.28. The membership, hence the income, of the Association is increasing from year to year, but it should be borne in mind that increased membership means increased expenses. The secretary and treasurer are obliged to ask for more money for postage, stationery, printing, etc., and it is only by the most rigid condensation that the recorder is able to keep our conference Proceedings within our means.

The number of members in good standing on Dec. 31, 1900, was as follows:

Honorary members.....	3
Perpetual member.....	1
Life fellows.....	2
Life members.....	34
Annual fellows (paid for 1900).....	9
Annual members (paid for 1900)....	796
Library members (paid for 1900)....	29

874

During the year 1900, 208 new members joined the Association and seven died.

GARDNER M. JONES, *Treasurer*.

The following report of audit was appended :

The Finance Committee have performed the duties laid down in the constitution; they have examined the accounts of the trueasurer, during the period covered by his report, and find them properly kept and vouched for.

JAMES L. WHITNEY, }  
CHARLES K. BOLTON, } *Finance Committee*.  
GEO. T. LITTLE. }

## Necrology.

1. Eleanor Arnold Angell (A. L. A. no. 1631, 1897) assistant librarian American Society of Civil Engineers, New York City. Born Jan. 23, 1874; died in New York City May 18, 1900. Miss Angell graduated from the Pratt Institute Library School in 1896 and was a member of the Pratt Institute Library staff until July, 1897. From Dec., 1897, to the time of her death she was as-

sistant librarian of the American Society of Civil Engineers.

2. Hon. Mellen Chamberlain (A. L. A. no. 335, 1879) ex-librarian, Boston Public Library. Born in Pembroke, N. H., June 4, 1821; died in Chelsea, Mass., June 25, 1900. He was graduated from Dartmouth College in 1844, taught school at Brattleboro, Vt., entered the Harvard Law School in 1846, was graduated and admitted to the bar in 1849. In the same year he took up his residence in Chelsea and began the practice of law in Boston. He held several municipal offices and was a member of both houses of the state legislature. From 1866 to 1870 he was an associate justice of the Municipal Court of Boston, then chief justice of the same court until his resignation in 1878. He was librarian of the Boston Public Library from Oct. 1, 1878, to Oct. 1, 1890. During his administration the library's collection of Americana was largely increased and the preliminary plans for the new building were developed. The remainder of his life was devoted to literary and historical work. Judge Chamberlain was recognized as one of the foremost students of American colonial history and his collection of autographic documents relating to American history was one of the finest in the country. This collection was deposited in the Boston Public Library in 1893 and became its property on the death of Judge Chamberlain.

(See "Brief description of the Chamberlain collection of autographs," published by the Boston Public Library.)

3. Henry Barnard (A. L. A. no. 104, 1877.) Born in Hartford, Ct., Jan. 24, 1811; died July 5, 1900. He graduated from Yale College in 1830 and in 1835 was admitted to the bar. From 1837-40 he was a member of the Connecticut legislature and during his term of service advocated reforms in insane asylums, prisons and the common schools. From 1838 to 1842 he was secretary of the board of school commissioners in Connecticut; from 1842 to 1849 school commissioner of Rhode Island; from 1850 to 1854 state superintendent of the Connecticut schools, and from 1857 to 1859 president of the State University of Wisconsin. From 1865 to 1867 he was president of St. John's College, and from 1867 to 1870 U. S. Commissioner of Education. He wrote and compiled many educational books and edited several educational periodicals, the most impor-

tant being the *American Journal of Education*. In 1886 he published a collected edition of his works comprising 52 volumes and over 800 original treatises. Dr. Barnard received the degree of LL.D. from Yale and Union in 1851 and from Harvard in 1852. He was always greatly interested in libraries. In 1823 or 1824 he served as assistant librarian and made his first donation to the library of Monson Academy, and from 1828 to 1830 was librarian of the Linonian Society of Yale College, giving twice the amount of the small salary back to the library in books. During his connection with the legislature and common schools of Connecticut, 1837 to 1842, the district school library system was established and the power of taxation for libraries was given to every school society in the state. During his sojourn in Rhode Island he started a library in every town in the state. He joined the A. L. A. in 1877, and was made an honorary member at Chicago in 1893. He attended the conferences of 1876, 1877, and 1893.

("National cyclopaedia of American biography," vol. 1; L. J., 4:289.)

4. Enos L. Doan (A. L. A. no. 1909, 1899), librarian of the Wilmington (Del.) Institute Free Library. Born in Indiana about 40 years ago; died in Wilmington, Dec. 18, 1900. He was a graduate of Haverford College and was for several years connected with the Friends' School in Wilmington, first as teacher and later as assistant principal and principal. In the spring of 1899 he resigned that office to accept the appointment of librarian of the Wilmington Institute Free Library. He had previously been active in the development of the library, and as chairman of the library committee had aided in the reorganization of the former subscription library into a free public library.

(L. J., Jan., 1901.)

5. Josiah Norris Wing (A. L. A. no. 585, 1886), librarian New York Free Circulating Library. Born near Lynchburg, Va., Sept. 29, 1848; died in New York City, Dec. 20, 1900. His father, E. N. Wing, was engineer of the East Tenn. and Va. R. R. He was a Union man and after the siege of Knoxville removed to New York City. Here young Wing attended the public schools and entered the College of the City of New York, but before the close of the first year he became a



clerk in the Mercantile Library. He was connected with the library for 13 years and became first assistant librarian, but his unceasing work and devotion to details injured his health and he was obliged to retire from active work. In 1880 he took charge of the library department of Charles Scribner's Sons, for which his library training well fitted him. In April, 1899, he was elected chief librarian of the New York Free Circulating Library. During the years he was in the book business Mr. Wing kept in close touch with library interests. He was a member of the A. L. A. for 14 years, and was almost from its beginning an active member of the New York Library Club. He had been treasurer of the New York Library Association for seven years, holding that office at the time of his death. He was also prominent in book trade organizations and in various civic reform movements in New York City. He was always ready to give help and service in any good cause and he will be missed by many friends among librarians and bookbuyers.

(*Publishers' Weekly*, Dec. 29, 1900; *L. J.*, Jan., 1901.)

6. Huntington Wolcott Jackson (A. L. A. no. 884, 1890), president board of directors of the John Crerar Library. Born in Newark, N. J., Jan. 28, 1841; died in Chicago, Jan. 3, 1901. He attended Phillips Academy, Andover, Mass., and entered Princeton College. At the end of his junior year he enlisted in the army, where he secured rapid promotion. After a year at the Harvard Law School and a year spent in European travel and study, he finished his studies in Chicago and was admitted to the bar in 1868. He practiced law in Chicago and in 1888 was elected president of the Chicago Bar Association. Mr. Jackson was a warm and trusted friend of the late John Crerar. At Mr. Crerar's death he was, with Mr. Norman Williams, one of the executors of the will and a co-trustee of the John Crerar Library, then to be founded. For many years Mr. Jackson was chairman of the committee on administration and practically all of the details of administration were passed upon by him and some quite important changes were made by him. Mr. Jackson was a member of the A. L. A. from 1890 until his death, but there is no record of his attendance at any conference.

(See *Report of John Crerar Library*, 1900.)

7. Robert Crossman Ingraham (A. L. A. no. 265, 1879), librarian of the New Bedford (Mass.) Free Public Library. Born in New Bedford, Feb. 11, 1827; died there March 3, 1901. The New Bedford Free Public Library was instituted in 1852 and Mr. Ingraham was chosen its first librarian, then taking up the work to which he gave nearly half a century. Under his management the library grew from its nucleus of 5500 volumes to 72,000 volumes, and the strength and good proportions of the collection are due to his scholarship, unsparing labor, and discernment of local needs. For many years Mr. Ingraham had little or no assistance in the library, yet for more than 30 years he cataloged every book added to its shelves. He kept in touch with changes in library administration and was not prevented by conservatism from adopting those which his good judgment approved. Mr. Ingraham was a man of retiring disposition and simple tastes, a hard student with a marvelous memory. In addition to his great fund of general information, and knowledge of the books in his library, he was thoroughly posted in everything relating to the history of New Bedford, and had few equals in his knowledge of mosses and liverworts. He devoted his life to his library and his fund of erudition was always at the service of every one who sought his assistance.

(See *W. R. L. Gifford in L. J.*, April, 1901.)

8. Eugene Francis Malcouronne (A. L. A. no. 1973, 1900), for the last 10 years secretary-treasurer and librarian of the Fraser Institute Free Public Library, of Montreal, died April 11, 1901. Mr. Malcouronne will be pleasantly remembered by many who attended the Montreal conference.

The treasurer's report was accepted.

C. C. SOULE read the

#### REPORT OF THE TRUSTEES OF THE ENDOWMENT FUND.

#### *To the Secretary of the American Library Association.*

I submit herewith a report of the receipts and expenditures from the date of last report, June 6, 1900, to July 1, 1901, together with a schedule of assets, and an estimate of income for the ensuing year.

There are no donations to report. The permanent fund has been increased by the fees for three (3) life memberships, \$75 in all.

In March, 1901, the mortgagor on a loan of

\$1000, bearing interest at six per cent., and falling due Aug. 1, 1903, asked leave to pay off the mortgage. He was allowed to do so on paying \$53.97, being the difference between the six per cent. he was to have paid, up to maturity of the mortgage, and the four per cent. which the trustees can expect to get on reinvestment of the \$1000 repaid. This repayment to the fund has been kept in bank until after this conference. If not needed by

the Publishing Board as a loan, it can be invested at, say, four per cent. Of the \$2102.18 now on deposit, subject to check, \$655.04 is on interest account, available for expenditure as the Council may direct. (In addition to this, \$301.03 income may be expected during the year 1901-2.) \$1437.14 is on principal account to be invested as opportunity offers.

CHARLES C. SOULE,

*Treasurer A. L. A. Endowment Fund.*

ENDOWMENT FUND STATEMENT, JUNE 6, 1900-JULY 1, 1901.

*Cash account—Received.*

1900, June 6.	Balance on hand, . . . . .	\$619.27
1901, March 8.	Repayment of mortgage loan, . . . . .	1000.00

*For permanent fund—life memberships.*

1901, March 5.	E. P. Thurston, . . . . .	\$25.00
"	S. H. Ranck, . . . . .	25.00
June 21.	B. C. Steiner, . . . . .	25.00
		<u>\$75.00</u>

*On interest account.*

1900, June 28.	Interest mortgage loan, . . . . .	\$75.00
" 29.	" International Trust Co.'s deposit, . . . . .	6.82
Aug. 14.	" Mortgage loan, . . . . .	30.00
Oct. 1.	" " . . . . .	24.50
Dec. 27.	" " . . . . .	75.00
1901, Jan. 14.	" Brookline Savings Bank deposit, . . . . .	40.80
Feb. 6.	" Mortgage loan, . . . . .	30.00
" "	" Int. Trust Co., . . . . .	6.82
March 8.	" Mortgage loan, . . . . .	53.79
Apr. 6.	" " . . . . .	24.50
June 26.	" " . . . . .	75.00
" 29.	" International Trust Co. deposit, . . . . .	16.48
		<u>458.71</u>
		<u>\$2152.98</u>

*Paid out.*

1901, Jan. 14.	Interest added to deposit in Brookline Savings Bank, . . . . .	\$40.80
Apr. 18.	Rent of safe box for securities, . . . . .	10.00
		<u>50.80</u>
1901, July 1.	Balance on deposit with International Trust Co., Boston, . . . . .	\$2102.18

*Assets.*

Loan on mortgage at 7%, due Oct. 1, 1902, . . . . .	\$700.00
" " " 5% " Jan. 24, 1903, . . . . .	3000.00
Deposit with Brookline (Mass.) Savings Bank, 4% interest . . . . .	1050.80
" " International Trust Co., Boston, 2% " . . . . .	2102.18
	<u>Total, \$6852.98</u>

[Of this amount \$6187.94 is principal, to be left intact, \$665.04 is interest, available for use.]

Liabilities, none.

Annual expense, \$10 for safe deposit box.

*Available for appropriation by the Council, 1901-1902.*

Cash on hand July 1, 1901 (interest account), . . . . .	\$665.04
Interest on \$700.00 @ 7%, . . . . .	49.00
" " 3000.00 @ 5%, . . . . .	150.00
" " 1050.80 @ 4%, . . . . .	42.03
	<u>\$906.07</u>

(If no part of the principal is needed as a loan by the Publishing Board, add also)  
Interest on (say) \$1500.00 invested at 4%, . . . . . 60.00

Estimated total, . . . . . \$966.07

The following report of audit was appended:

At the request of Charles C. Soule, treasurer of the Endowment Fund, we have examined his accounts and securities, and find evidence of investment of \$3700 in mortgage loans, of deposit of \$1050.80 in the Brookline (Mass.) Savings Bank, and of \$2102.18 in the International Trust Company, of Boston. We also find his accounts correctly cast, with proper vouchers for all expenditures.

JAMES L. WHITNEY, } *of the*  
CHARLES K. BOLTON } *Finance Committee*

Mr. SOULE: In submitting this report, I would call the attention of the Association to the fact that the permanent fund is not as large as it ought to be. If you will remember, the attempt at collection, made with much vigor at first, had to be abandoned on account of general financial trouble through the country. No systematic effort has since been made to increase the fund. The work of the Association would be very much furthered if this fund were large enough to provide \$5000 or \$6000 of income, so that the Association could have two or three, or one or two, permanent paid officers, with a good allowance for travelling and incidental expenses. If any of you should be asked where an amount of say \$100,000 could be placed with advantage to the general library cause, I hope you will bear in mind the inadequate funds of the Association.

The report was accepted.

In the absence of W. L. R. GIFFORD, chairman, the secretary read the

#### REPORT OF THE CO-OPERATION COMMITTEE.

The exhaustive report on co-operative cataloging rendered by the Co-operation Committee of last year has disposed for the present, so far as this committee is concerned, of the most important subject which has of late years been brought to its attention.

Dr. Richardson reports that the index to theological periodicals is progressing rapidly, and will probably be published before the next conference of the A. L. A. The index will cover the years 1891-1900, and will include all the standard theological periodicals, of Poole rank and upwards, in all languages of which there are representatives in American libraries, together with many references to theological articles in general periodicals,

in all not less than 25,000 references. It will be an alphabetical subject index like Poole, but will differ from Poole in giving regular author-title entry, and will be more bibliographical in character through the select references to general periodicals. A feature of the index will be a very brief definition of each subject. Dr. Richardson has at present seven clerks engaged in the work, and is pushing it as fast as possible.

The dictionary of historical fiction, in preparation by the Free Library of Philadelphia, is making satisfactory progress, and will probably be issued within the coming year. Since the announcement was made at the Atlanta conference that this dictionary was in preparation there have been many inquiries concerning it, and the prospect of its publication will be welcome.

The committee has received no new information during the past year in regard to plans for bibliographical work, and it would emphasize the recommendations of previous years that all such plans be reported promptly to the committee, so that they may be published in its annual report.

WILLIAM L. R. GIFFORD, *Chairman.*

In the absence of C. H. GOULD, chairman, C. W. ANDREWS read the

#### REPORT OF COMMITTEE ON FOREIGN DOCUMENTS.

The committee begs to report, with considerable confidence, that this is positively its last appearance in connection with the list of French government serials, which has been long in course of compilation and publication. This work is now in its final stage, and as it will soon be in the hands of the reviewer, to say much in regard to it at present seems hardly necessary. Two points, however, require a word:

1. Recognizing the difficulties in the way of attaining anything like completeness in an enumeration of this nature, the committee deliberately decided to omit certain documents in favor of others. Thus it happens that no reference is made to the legislative proceedings of the several Revolutionary Assemblies, nor to other publications of equal importance.

2. In addition to enumerating documents, this list indicates particular libraries where

they may be consulted. It was, of course, unnecessary, even had it been possible, to mention all the libraries in the country which possess sets more or less complete. But it is hoped that the libraries chosen are so widely distributed as to save a would-be reader from undertaking a long journey when a shorter one would serve.

Such other features as call for notice will be referred to in the preface.

It would, however, be unbecoming if the committee failed now to recognize and thank Miss Adelaide R. Hasse for the pains and labor she has bestowed upon the list. She has co-operated with the committee from the first, and to her and to Mr. Andrews the committee is under special obligations.

The committee would further report that it now has on hand a considerable amount of raw material for a German list similar to the French; and it is hoped that progress may be made in arranging this during the present summer.

Respectfully submitted,

C. H. GOULD, *Chairman*.

W. I. FLETCHER read the

#### REPORT OF COMMITTEE ON TITLE-PAGES AND INDEXES OF PERIODICAL VOLUMES.

Your committee have understood their business to be the preparation of a note to be addressed to the publishers of periodicals, setting forth the views of librarians in regard to the issue of title-pages, etc., with periodicals. They, therefore, submit as their report the accompanying draft of such a note, with the recommendation that it be sent to the publishers of all leading periodicals, and that a committee on this subject be continued, to receive and act upon any correspondence that may be called out.

THORVALD SOLBERG, }  
W. I. FLETCHER, } *Committee.*

*Note to publishers of periodicals, as to the furnishing in proper form of title-pages and contents. This note was drawn up by a Committee of the American Library Association and was approved by the Association.*

As a result of much dissatisfaction among librarians with the irregularities and uncertainties connected with the issue, by publishers of periodicals, of title-pages and "contents" of volumes, the American Library Association has had a special committee consid-

ering the subject with a view to drawing up a suitable memorial to be presented to such publishers, looking to the securing of more uniformity and propriety in this matter. After mature consideration the committee have prepared the following recommendations as embodying the minimum of improvement which may reasonably be hoped for.

1. Title-pages and tables of contents should always accompany *the number completing a volume*, and not the first number of a new volume. [They should be *stitched in, and not sent loose*.] There are several cogent reasons for this recommendation:

(a) In many cases it is a serious detriment to the usefulness of a set in a library, if a completed volume cannot be bound until the receipt of the next number.

(b) More important is the need that the numbers of a volume shall constitute the volume in its entirety, so that as they are bought and sold there shall not be the necessity of handling also another number belonging to a different volume in order to complete the first. Now that libraries are buying periodical sets and volumes in such large numbers for use with Poole's and other indexes, it is of great importance to the book trade, as well as librarians, and must have a real bearing on the business interests of the publishers, that this matter, often trifled with, shall receive due attention. Publishers must come to feel that if it is necessary (which it generally proves not to be) to delay a completing number a day or two in its issue in order to insure its completeness in this respect, the delay is abundantly compensated for.

2. Title-pages and contents should be furnished *with every copy* of the issue of a completing number. We earnestly believe that by inserting title-pages and contents in all cases publishers will at once put a premium on the preservation and binding of their magazines, suggesting it to many who otherwise would not think of it. In the long run the demand for back numbers to make up volumes must more than compensate for the extra expense of putting in the additional leaves.

The policy of sending title-pages and contents only to those calling for them is suicidal, as it results in flooding the market with numbers from which volumes cannot be made up and by destroying the hope of making up sets weakens the demand which would otherwise exists for volumes and numbers of the periodical in question.

If an alphabetical index, in addition to a table of contents, is furnished, which is the preferable practice, the former should be paged to go at the end of the volume. When such an index is furnished, and no table of contents, the index should be printed to follow the title-page.

3. As to the form in which title-pages and contents should be issued: they should be

printed on a two-, four-, or eight-leaved section, separate from other printed matter, either advertising or reading. Nothing is more important in binding volumes to stand the hard wear of our public libraries than that none of the earlier leaves in the volume shall be single leaves pasted in. One of the greatest abuses of the book trade at present is the disposition to have title and other preliminary leaves pasted in. Librarians find to their cost (what is not so obvious to the book manufacturer) that this does not work. An absolute requirement for good bookmaking is that the first and last portions of the book especially shall be good solid sections—no single leaves, nor do most librarians or owners of private libraries like to include advertisements, in order to secure these solid sections for binding. We feel sure that it is abundantly worth while for the publishers to squarely meet this demand.

4. Admitting that there may be cases in which it is practically impossible to furnish title and contents with the completing number of a volume, we would recommend for such cases that such a separate section as has been described be made and furnished with the first number of the new volume, stitched in *at its end*, not at its beginning. The last-named practice is likely to cause more trouble to librarians than any other that is common, as it is difficult to remove the section without making the number unfit to place in the reading room.

We would like to call the attention of periodical publishers to the difficulties arising from the common practice of printing some first or last leaves of reading matter on the same section with some pages of advertising. Most librarians prefer to remove the advertising leaves before binding the magazines. The practice referred to makes it necessary to bind in some advertising leaves or else take off and paste in single leaves of reading matter, sometimes three or four in one place, which is very inimical to good binding. Publishers are advised to have all advertising pages printed on separate sections if possible.

Desiring to meet, so far as possible, the views of publishers in regard to the matters referred to above, the committee will be pleased to hear from any to whom this note may come.

Mr. FLETCHER: The committee have corresponded with some of the magazine publishers, and if any are disposed to consider what is here proposed an ideal system, your attention may be called to the fact that several of our magazine publishers are carrying it out. For instance, Houghton, Mifflin & Co.—I am not mentioning them as superior to others; others might be mentioned—but in

their reply to a tentative letter Houghton, Mifflin & Co. say that “in all of our publications every one of these recommendations is strictly carried out.” They took pride in replying to us that they believed they were doing exactly what we wanted—and several other publishers.

G. M. JONES: I understand the report to recommend that title-pages and indexes be fastened into the last number of the volume. Now it seems that in many cases it would be very much better to have them left loose. The case is this: In almost all public libraries of any size periodicals are put into some kind of a binder. On many accounts binders which perforate are the best, but we do not wish to perforate title-page and index, if we can help it, especially the title-page, and I would like to inquire why the committee considered it so essential that the title-page and index should be fastened into the number?

Mr. FLETCHER: These questions were all considered by the committee, and I would say when I first drew up my suggestion on this point it was that title-page and index should be sent loose; but I found an overwhelming argument against that, when we came to consider that they were desired to be with every completing number; that those completing numbers are sold to the people in railroad trains and elsewhere and are coming into the second-hand periodical market, where we must look for many to make up our sets. Now as to the point which Mr. Jones has spoken of. If the magazine is to be perforated to be put in the binder, as the completing number is to have the title and index, as we proposed, in a separate section, it can be removed by undoing the stitching, or sewing, if it is sewed. That can be done before it is put into the binder. Of course there is no necessity for ruining the stitching in its entirety. There may be some little objection there, but it is so slight that it seemed to the committee entirely counterbalanced.

Mr. JONES: Mr. Fletcher's reply is perfectly satisfactory on that point.

W. S. BRISCOE: One other suggestion: Do I understand from Mr. Fletcher, if there is a table of contents, that the index be put after the title-page?

Mr. FLETCHER: No, the suggestion is that

if there is an alphabetical index and a table of contents, the index should be planned and arranged at the end of the volume, but that if only an index is furnished, and no table of contents, that would be in accordance with the usual practice in such cases—the index should go, like a table of contents, after the title-page.

Mr. BISCOE: If there is no table of contents the alphabetical index is to go after the title-page? It seems to me desirable that it should always go at the end of the volume.

Mr. FLETCHER: I am very glad that point has been called attention to. I should like it if Mr. Biscoe would suggest an amendment. According to the report, when such an index is furnished, and no table of contents, the index should be printed to follow the title-page. We might say: if an alphabetical index is furnished, it should be pagged to go at the end of the volume.

T. L. MONTGOMERY: Was not the committee's report to provide for the printing of the alphabetical index in the place of a table of contents, thereby making it one section?

Mr. FLETCHER: The advantage of that would be that there would be something to go with the title-page to make up the section. The title-page should be part of a section for binding as a separate section. I wonder if most of the librarians present haven't had the same exasperating experience which I have so often had with those title-pages which are separate leaves, and have to be pasted into the volume. There is hardly any practice so vicious in bookmaking as having the title-page pasted in. It almost always pulls out before the book is in any other respect at all dilapidated.

A. G. JOSEPHSON: I would suggest that the committee recommend that both a table of contents and an index should be furnished.

Mr. FLETCHER: The committee would entirely agree to that, and it could very easily be done. If an alphabetical index, in addition to the table of contents, is furnished, a practice to be preferred might be to consolidate them.

Pres. CARR: I think, Mr. Fletcher, you should be able to modify your report, before printing, to incorporate those suggestions.

F. W. FAXON: If the committee is trying

to get at an ideal arrangement, it might be well to suggest that the publishers of magazines have some one who knows something about the contents make the index. We have a magazine in Boston that persists in indexing articles under "a" and "the," and proper names under "John" and "James." But if the committee is trying to get a rule that the publishers will be most likely to adopt, it seems to me they might suggest that the index be published in each concluding number of a volume, even though the index is put in place of that many pages of text. Of course it would not do to suggest that these pages be taken out of advertising, but as the text usually costs the magazine something, publishers would probably be willing to devote four of the pages they would have to pay for to an index, which would cost them much less.

Mr. FLETCHER: I think it would interest the Association to know of an example that Mrs. Fairchild sent me some time ago of the way these indexes are made. Some periodical in New York had an article on motive power for the canals, and in the index it appeared under "Mule, Must the Canal Go?"

The report was approved and referred to the Council.

In the absence of Dr. J. S. BILLINGS the secretary read the

REPORT OF COMMITTEE ON "INTERNATIONAL  
CATALOGUE OF SCIENTIFIC LITERATURE."

Your committee begs to report that the final conference of delegates of the various governments for the purpose of considering an International Catalogue of Scientific Literature was held in London on June 12 and 13, 1900, and, as intimated in the report of your committee last year, owing to the failure of Congress to make it possible for delegates with power to attend, no representatives of the United States were present. Mr. Herbert Putnam, Librarian of Congress, who was visiting England at the time was informally in conference with various members of the Royal Society and rendered effective service in enabling them to reach a conclusion.

The conference decided to undertake the issuing of the Catalogue provided 300 complete subscriptions were received by October 1st, the quota of the United States in this being 45. During the summer the Smith-

sonian Institution issued a circular to American libraries and universities and learned societies and scientific men, announcing the fact, with the very gratifying result of the subscription to the equivalent of over 70 complete sets for a period of five years.

A meeting of the International Council to finally arrange for the beginning of the work was held in London on December 12 and 13, 1900, at which the necessary financial arrangements were agreed to, the Royal Society advancing certain sums and agreeing to act as publisher, and being authorized to enter into contracts, etc. Doctor H. Foster Morley was elected director and offices were secured at 34 and 35 Southampton street, Strand, London, W. C. The initial work has begun. The preparation of a list of periodicals to be indexed and a more careful revision of the schedules was the first work to be done. Thus far the periodical lists for Germany, Great Britain, Denmark, Norway, Sweden, Holland, Japan, Portugal, Canada, India and Ceylon have been printed. That for the United States is expected to be ready for transmission to London about August 1st.

In the absence of any provision, the Smithsonian Institution is carrying on the work for the United States, although with very inadequate force. It would be very desirable if legislation could be had to enable the Smithsonian Institution to prosecute this work more vigorously and without drawing upon its own funds.

J. S. BILLINGS, *Chairman*.  
CYRUS ADLER, *Secretary*.

Pres. CARR: Dr. Hosmer has, I think, a communication to make that is of concern to us all.

#### MEMORIAL TO JOHN FISKE.

Dr. HOSMER: Mr. President, and Ladies and Gentlemen:

We meet here in the midst of beautiful surroundings, but with considerable discomfort. Perhaps we hardly make it real to ourselves that this is in our country a time of calamity. Never in the course of a somewhat long experience, can I remember so many fatalities from the terrible heat of the summer. The newspapers have come to us from day to day with the list of victims from the great cities, and this morning comes in intelligence of a

death which touches us librarians very closely—the death of John Fiske. He died yesterday at Gloucester, Mass., overcome by the heat; and I think it entirely right to say that in the death of John Fiske comes the extinction of the greatest force in American literature at the present moment. John Fiske, while not a member of our association, was at one time a librarian; he had a great interest in the Association; he was the personal friend of many of its members. It is perhaps quite right to say that no author at the present time is so frequently in the mouths and in the hands of the librarians. It has been thought fitting by the executive committee that we should make an exception in his case, and that there should be some formal mention of his passing. I regret very much that the time is so brief. What I have to say must be unconsidered.

In several directions, John Fiske was a great writer. First as regards the doctrine of evolution, the great idea which has come to the world in our day. What a great and solemn thing it is! The slow process through the lapse of ages from the monad to that which crawls, then to that which swims, then to that which flies, until we come at last to that which walks erect with brow expanded broadly to the light of heaven; the slow increment of intelligence in the brain, as species becomes merged in constantly higher species; the extension of infancy, with its beautiful sequence of humanity, of love, of spirituality. This has come to be accepted by scientific minds as the path which the divine energy chooses to follow in the work of creation. Now, among our American writers, I suppose there is no one who has had so much to do with the development of the doctrine of evolution as John Fiske. He was the intimate friend and counsellor of Darwin, of Huxley, of Herbert Spencer, of Tyndall. They recognized in him their peer, and if it is the case—and I believe it to be the case—that John Fiske contributed to the doctrine of evolution the idea of the “extension of infancy” as being the cause of what is most gentle and lovely in humanity he deserves to be named with the first of those who have been connected with that great theory.

In the second place as a historian, this won-

derfully versatile man stands among the very first of the country. As a historian, John Fiske is not to be spoken of without discrimination. He had his limitations. I do not think that he had the power of picturesque description to the extent that Motley or Prescott possessed it. I do not think that he had the power of indefatigable research to the extent that it was possessed by our honored fellow-member, Justin Winsor. I do not think that he had the faculty of character-drawing as it was possessed for instance by the great historian, Clarendon, of the seventeenth century. But John Fiske had his gift, and it was a remarkable one. Taking a chaotic mass of facts, I know of no other American writer who had such genius to go in among them, to discern the vital links that connected one with another, to get order and system out of it, and then to present the result with a lucidity and a beauty which carried captive every reader. That was his faculty, as a historian; and he possessed it to such an extent and he used it in such a way that he is entitled to a place among our greatest historians.

Nor are these the only claims to distinction of this great man who has gone. As a religious leader, John Fiske is one of the foremost men of the time. His "Destiny of man," his "Idea of God," his latest noble address on the immortality of the soul, not yet published, are priceless writings, and men and women among the very best and brightest find in these books the best expression and guidance for their religious feelings.

Every one here has had opportunity, abundant opportunity, to know the greatness of John Fiske's mind. Few here, perhaps no other one, has had such opportunity as I have had to know the warmth and the generosity of his heart. For ten years in the Washington University, at St. Louis, we were colleagues; for 35 years we have been friends, and as I stand here before you to speak of him, my emotions fairly overcome me and I can do nothing but take my seat; but it is appropriate that in the American Library Association there should be some recognition taken of the passing from the midst of us of this great and noble figure.

Pres. CARR: After these fitting and touching

words, we can hardly have it in our hearts to transact any further business this session, and therefore, if there is no objection, we will proceed to take an adjournment.

Mr. CRUNDEN: I think a fitting action, on the suggestion of Dr. Hosmer, would be the appointment of a committee, with Dr. Hosmer as chairman, to draw up memorial resolutions. I make a motion to that effect.

The motion was adopted, and a committee was appointed, of J. K. Hosmer, George Iles, and R. G. Thwaites.

Adjourned 12 m.

### THIRD SESSION.

(FOUNTAIN SPRING HOUSE, SATURDAY MORNING, JULY 6.)

The meeting was called to order by President CARR at 10.20.

In the absence of R. R. BOWKER, chairman, W. E. HENRY read the

#### REPORT OF COMMITTEE ON PUBLIC DOCUMENTS.

The Committee on Public Documents this year makes an exclusively negative report. The Congress was occupied so exclusively with matters of larger public policy, particularly in relation with new territorial developments, that no attention was given in either house to public documents measures. A bill was presented in the House of Representatives by Mr. Heatwole, on somewhat different lines from the Platt bill offered in the Senate last year, but like that in essential conformity with the general position taken by the American Library Association. This bill did not, however, progress beyond the introductory steps.

Within the past twelvemonth the Indiana State Library has issued its useful "Subject catalog of U. S. public documents in the Indiana State Library," as an appendix to the 23d biennial report of the state library, covering 289 pages, and presenting a useful conspectus within its field. This index, while serving helpfully as a general key for the use of other libraries through the range of documents contained in each specific library, suggests the greater importance of an adequate subject index to U. S. government publications in general, which could be made a checklist by several state and other libraries. The Indiana State Library has also prepared an



index to the *Documentary Journal* of Indiana from the beginning of that publication in 1835 to 1899, which is included in the 23d report of that library.

There is also little to report as to state publications, although there is evident a growth of interest in state bibliography, particularly in the state libraries. Part second of the bibliography of "State publications" is promised for the present year, including the states of New York, New Jersey, Pennsylvania, Ohio, Indiana, Illinois, Michigan, and Wisconsin.

A contribution of interest within this field has been made by the Acorn Club, of Connecticut, which has issued an elaborate bibliographical record of "Connecticut state laws," from the earliest times to 1836, compiled by A. C. Bates, librarian of the Connecticut Historical Society, a useful feature of the work being the indication, when possible, of some library in which each issue recorded may be found. Record may also be made, in this connection, of the work accomplished or accomplishing by the Public Archives Commission of the American Historical Association, headed by Prof. William McDonald, of Bowdoin College, as chairman, in which Professors Robinson, of Columbia, Caldwell, of Nebraska, Bugbee, of Texas, who are his associates on the committee, have the co-operation of representatives in the several states. While this commission does not concern itself specifically with bibliography, it is preparing the way for a better bibliography of state publications than has hitherto been possible, by investigating the conditions of the public archives of each state, with a view to inducing the systematic and more complete collection in each state of its own archives, including its printed documents as well as manuscript records.

R. R. BOWKER,	} Committee.
W. E. HENRY,	
JOHNSON BRIGHAM.	

HERBERT PUTNAM: I would suggest that the Superintendent of Documents is here, and that possibly he might have some suggestion or recommendation to make on the subject of this report.

L. C. FERRELL: I suppose anything I may have to say will be in addition to what was

said in the report of the committee on public documents, as the report was rather negative. The matter of bringing about any legislation requires time and involves a great deal of hard work upon somebody. This is especially so if the subject is one in which no member of Congress, in particular, has a personal interest. It generally takes 10 or 12 years to pass any bill of interest to the people that no member of Congress will take care of personally. If it is a matter like saving the country, you can get a fifty million dollar bill passed in half an hour, but you cannot get a member of Congress to take up and pass a bill changing the method of printing and the distribution of documents without a great deal of pressure. Now, if Mr. Heatwole, chairman of the House Committee on Printing, was here, I think we might accomplish something to advantage on that subject, because I think if he could meet this great body of librarians face to face, we might get him to commit himself as to what he will do next session. He has promised me to take up this matter next winter and revise the printing laws from "A" to "Z," as he expressed it, but whether he will do so or not, I cannot say. Now, I shall prepare another bill, or have the old bill introduced again, I do not know which, and, as long as I remain in the office of Superintendent of Documents, I shall endeavor to bring about legislation on the lines proposed in the bills heretofore presented to Congress. In the first place, I want all the government periodicals taken out of the Congressional series and bound in cloth, so that they can be distributed to the libraries as soon as they are printed. But one edition of any document ought to be printed, and that edition ought to have the same endorsement on the back and the same title on the inside. If we continue to print duplicate and triplicate editions — departmental, bureau, and congressional — librarians will always have trouble in classifying and cataloging them. As far as my record is concerned, I suppose most of you are familiar with it. I am constantly endeavoring to improve the service. I have adopted a cumulative index for the monthly catalog; cumulative for six months, with a consolidated index for the entire year, in the December number. That was done mainly

because the annual catalog cannot be printed so as to be distributed promptly, and the monthly catalog fully indexed can be made to answer all temporary purposes. Now, we have three series of catalogs, as you all know, perhaps, each one serving a distinctive purpose. The document catalog, or comprehensive index—its official title—is intended for permanent use. It includes all documents printed during a fiscal year—July 1 to June 30, following. The document index is a subject, title, and author index of all congressional documents, indicating the number of each document and the volume in which it is bound up. In the monthly catalog all documents are arranged alphabetically under the author of the document, and everything related to the same subject is brought together in the index. Now, we are broadening out a little in our work; probably doing something Congress never contemplated we should do when the office was established. We are doing a good deal of bibliographical work, and I intend to enlarge upon it as I have the opportunity. We have published "Reports of explorations printed in the documents of the United States government, a contribution toward a bibliography," by Miss Hasse; a "Bibliography of U. S. public documents relating to inter-oceanic communication across Nicaragua, Panama, etc.," and we expect soon to take up the subject of documents relating to the various states, the purpose being to make a complete bibliography of everything printed in the U. S. public documents concerning each state and territory. We propose to take up the matter of documents relating to the Louisiana purchase first, because we are going to have a great exposition two years from now at St. Louis to commemorate that great event.

J. C. DANA presented the

REPORT OF THE COMMITTEE ON CO-OPERATION  
WITH THE NATIONAL EDUCATIONAL ASSO-  
CIATION.

Early last winter I secured from librarians, library assistants and teachers about 25 brief articles on co-operation between libraries and schools. These articles were written with special reference to teachers. I made a descriptive list of them and sent this list to leading educational journals in this country, with

the request that the editors thereof select from it one or more of the articles and publish them prior to July 1, 1901. Largely through the kindness of Mr. Winship, editor of the *Journal of Education* of Boston, I got the promise of publication of these articles from educational editors to the number of 25. The articles were duly sent out. I regret to have to report that I have received notice of the publication of less than half a dozen of the whole number. A few others may have been published, but the editors have never notified me of the fact. The articles were brief and chiefly written by persons prominent in library work in this country, they were of general interest, and seemed to deserve publication. The fact that they did not get it is to my mind somewhat indicative of the comparative unimportance of libraries in the opinion of educational people of this country.

Since coming here I have learned of another little incident which throws some light on our relation to the educational profession of this country. From the office of *Public Libraries* the program of the meeting of the library department of the N. E. A. at Detroit was sent to 32 leading educational journals in this country with the request that they print it. Of these 32 papers two only printed the program as requested, or at least two only printed it and gave due notice of the fact.

From all this we may learn, as I have stated more than once before, that libraries and librarians are as yet held in small esteem by the educational people of this country. Our influence among them is not great. It is not considered that we are connected in any important way with educational work. This is the opinion held by the rank and file. I believe this to be true in spite of the fact that the leaders of the N. E. A. have themselves been more than generous to the library department. Those leaders, largely through the influence of Mr. Hutchins of Wisconsin, gave a special appropriation of over \$500 to a committee of this department for the publication of a report on the relation of libraries and schools. This report has been quite widely circulated and has been well received by both teachers and librarians. We owe that to the N. E. A. We owe it to the appreciation of library work by the leaders of the N. E. A.

Nevertheless, taking the teaching profession at large, I think it safe to assume that our experience with the educational journals during the past winter is indicative of the teacher's attitude toward libraries and their possible helpfulness in the school room. This fact should not discourage us. On the contrary it should stimulate us to make our collections and our work with them of still more consequence until it becomes quite impossible for anyone in the educational world to be ignorant of, or to fail to take advantage of, the assistance to every day teaching work which we believe our libraries can give.

It is quite difficult, of course, if not impossible, for us to produce any great effect on the teachers of the present day save through individual work in our respective communities. No one can ask for a better opportunity to see the result of such work than I have had myself. I have seen two or three hundred teachers in the course of four or five years changed from an attitude of indifference toward the library as an aid in every day school room work, to one of readiness not to say eagerness, to take advantage of every opportunity the library could possibly offer. Many other librarians have had similar experiences. But this work does not go on rapidly enough to influence the profession as a whole. The teaching profession as it now stands is, as I have said, indifferent toward us. One thing we can do, and that is, arouse an interest among those who are to become teachers. After individual work in our own towns the best thing we can do, and especially the best thing we can do as an association, is to stimulate an interest in library training in the normal schools of this country. Interest in this phase of practical work has increased very much in normal schools the last few years. This is especially true in the west; and perhaps more true in Wisconsin than in any other state.

Mr. Dewey has recently given this matter consideration and I shall be much pleased if he will say something further by way of supplementing this informal report of mine, on what has been done and what can be done in normal schools toward interesting teachers in the use of libraries in teaching.

MELVIL DEWEY: What Mr. Dana has said,

though perhaps a little discouraging in its tone, is pretty nearly the truth; but we ought to remember this—the public school teachers and the other teachers of this country are a badly overworked class. Many a man and woman has broken down of nervous prostration in school, who has entered a library and worked hard and kept well. Our friends on the school side of educational work have a strain that comes from the disciplinary side. Worry kills more than work, and teachers have to meet this question of discipline; they have to take responsibility in the place of parents; they have an interminable number of reports to fill out; they have a mass of examination papers to read and deal with; and they have examinations to make until they are driven almost wild. Now, we go to them and present our case, our arguments for co-operation with the library. They admit it; they are convinced of it; but they have not vital energy and force enough to take up the matter and do much work in our cause. It is not that they doubt. They won't question the high plane on which we want to put the library, and they want to fulfil all their duties. I believe if we were to change places and were put into their routine, the majority of us would do just what they do—put it off until a more convenient season. I think that is the real trouble with our teachers. They are overworked, many of them; they are in certain ruts; and my suggestion is to try to reach them when they begin their work, through the normal schools. If we can get the normal school authorities to give the right kind of instruction and the right kind of a start to the teachers, we will accomplish a great deal more. We can do twice as much in working with the student teacher; it is like working in plaster of paris—easy while in a soft and plastic stage, but you leave it awhile and it hardens. So I should say, in considering this report, that we ought not to be discouraged. It is what we should expect, and we should turn our attention to, doing all we can to reach the young teachers who are now in a plastic state, ready to be moulded, but who in ten years will be dominant forces in education.

Miss M. E. AHERN: I wish to call attention to the fact that the program of the Library Department of the National Educational As-

sociation calls for a greeting from some representative of the A. L. A., and I therefore request, as secretary of that section and as an earnest member of the A. L. A., that you appoint some member to carry such greetings to the Library Department of the N. E. A.

It was voted that Mr. Crunden be appointed to represent the Library Association at the N. E. A. meeting.

F. M. CRUNDEN: Touching the subject before this meeting, I want to corroborate the statement made by Mr. Dana regarding the progress that comes quickly if you once induce the teachers of a city to accept, even in a small measure, the co-operation of the library. Only a few years ago we almost had to beg the teachers to use our books. We had to offer every inducement to them, and they did it, most of them, rather reluctantly. Now the great majority of our schools use the library books. Not long ago I asked three questions of the teachers using the library in their work: What value do you place upon the library in supplementary reading? What effect has it had thus far on the progress of your pupils in their studies? Is it an aid to the pupils? All these questions were answered most satisfactorily to us. Several say the library books are worth as much as any study in the curriculum, while two of them say that the library books are worth all the rest. And regarding discipline, the universal testimony is that the library is an aid to the discipline. In the school where most reading is done, the principal tells me that the problem of discipline has been practically eliminated; they give no more thought to it, because the children are interested and pleasantly occupied, so they do not get into mischief. The library has aided in all studies, is the basis of language work, has improved the language of the children, and has given an interest to the school work that it did not have before. Now if the teachers can only understand that this is going to lighten their work instead of increasing it, they will accept the co-operation of the library.

Dr. CANFIELD: Just one word to express my appreciation of the fairness with which Mr. Dewey put before you the position of the teachers and to add this statement: You are all likely to forget that you determine the lines of your own work and that a teacher's work

is laid out for her by other people, and it takes about all the time and strength of the pupil to meet the immediate demands of the curriculum, which is often very unwisely laid out. I want to add to that, as a proof of the interest taken by teachers, I know of my personal knowledge that the teachers of the high schools of New York have frequently placed their personal endorsement upon library cards for the pupils they have sent to the libraries and for whose books they are personally responsible. They cannot prove their interest in any better way than that.

Mr. DANA: I just want a moment to correct a possible impression that I was finding fault with the educational profession of this country. I was not finding fault with them, but finding fault with ourselves. If we are not yet a power to the teachers of this country, then it is our own fault. We do not as yet understand our own fitness, especially in relation to schools and reading in the schools, and we do not even know what we want to do, or what books to recommend. We do not know what the field of work in the schools is. How, then, can we expect to teach it; to urge a thing in regard to which we are not yet free of all doubts? The fault is our own possibly, and yet it is not all our own fault. It is largely a question of necessary time.

In the absence of Dr. E. C. RICHARDSON, chairman, the secretary read the

#### REPORT OF COMMITTEE ON INTERNATIONAL CO-OPERATION.

The Committee on International Co-operation in taking up the work referred to it by the Association has limited itself this year to a consideration of the question of a uniform standard of book statistics. This question is a two-fold one, first, what should be called a book, second, when statistics are classified, what are the most practical and useful classes?

In respect of the first matter, it recommends that all books for statistical purposes be divided into two or three classes. (1) Books of 50 pages or over; (2) books under 50 pages; or, where books of under eight pages are regarded at all, books of from eight to 49 pages; and (3) books under eight pages.

In respect of the second question, the chairman has prepared a comparative table of the usage of the *Publishers' Weekly*, *Bookseller*

Table showing classification of book trade statistics.

Some of the chief matters for attention are the questions of *Biography*, whether by itself or scattered in classes; *Literary History and Art*, by itself or under Philology, or under Bibliography, or scattered; *Juveniles*, by itself or divided among Fiction, Poetry, Education, etc.; *Scientific School Books, Geographies, etc.*, under subject or under Education; *Art of War, Commerce, etc.*, under Economics or Technology. All these conflict somewhere in usage shown and in the judgment of the various members of the committee, although there is a majority for keeping Biography as a separate class—contrary to unanimous foreign usage.

DEWEY (ORDER).	PUB. WEEKLY.	BOOKSELLER AND NEWS-DEALER.	PUBLISHERS' CIRCULAR.
00 Collected and mis. works.	Literature and coll. works.	Unclassified.....	Misc. includ. pamphlets, not sermons.
010 Bibliography.....	.....	.....	.....
070 Newspapers.....	.....	.....	.....
100 Philosophy.....	Philosophy.....	Philosophy.....	.....
230 Theology.....	Theology and religion.....	Religion. Christ sci., occultism, theosophy.....	Theol. sermons, Biblical...
320 Polit. Sci. and Law.....	Law.....	Law, tech. Politics.....	Law, jurispr.
Economics and social rel.	Polit. and soc. sci. ....	Sociological subj.....	Polit. and soc. sci. Trade and commerce.
370 Education.....	Education.....	Education.....	Education, classical and philological.
400 Philology.....	.....	.....	.....
500 Natural science.....	Physics and math. sci. ....	Mathematics, chem. and phys. sci. Biology. Nat. history.	(See below).....
600 Useful arts, Gen.....	Useful arts.....	Technology.....	.....
610 Medicine.....	Medicine and hyg.....	Medicine.....	Medicine, surgery.....
630 Agriculture.....	Domestic and rural.....	Farming and gardening ..	.....
Art of war.....	.....	.....	.....
700 Fine arts, Gen.....	Fine arts, il. gift books.....	Art, architecture.....	Art, science and il. books..
780 Music.....	.....	On music and musicians ..	.....
790 Games and sports.....	Sports and amusements.....	Sports and games.....	.....
800 Literary hist. and crit.....	.....	.....	(See below).....
Poetry and drama.....	Poetry and drama.....	Poetry and drama.....	Poetry and the drama.....
Fiction.....	Fiction.....	Fiction.....	{ Novels, tales, juvenile
Juveniles.....	Juvenile.....	Juveniles.....	works and other fiction.
Other forms.....	Humor and satire.....	.....	Belles lettres, essays, monographs, etc.
000 History.....	History.....	History.....	Hist., biog., etc.....
920 Biography.....	Biog. and correspond.....	Biography.....	.....
910 Geog. travels and descrip.	Descrip., geog., trav.....	Travel.....	Voyages, travels, geographical research.

DEWEY (ORDER).	BIBLIOG. ITAL.	HINRICH.	REINWALD.
00 Collected and mis. works.	Enciclopedia.....	Bibliothekswesen, encyklopidien, Gesamt. werke.	Divers.....
010 Bibliography.....	Bibliografia.....	Sammel werke, Schriften	.....
070 Newspapers.....	Atti accademici.....	Gelehrten. Gesellschaften	.....
100 Philosophy.....	Giornale politici.....	Universitätswesen, etc.	.....
230 Theology.....	Filosofia-Teologia.....	Theologie.....	Religion (Philos. morale)..
320 Polit. Sci. and Law.....	Pubbl. relig. e pie lett.....	Rechts u. Staatswiss.....	Droit et économie polit.....
Economics and social rel.	Legislazione, Guirisp., Atti del senato, atti deputati.	.....	.....
370 Education.....	Scienze polit. soc. Stat. bilanci ecc.	Handel, Gewerbe Verkehrrswesen.	Education.....
400 Philology.....	Istruzione. Educ.az. Libri scolastici.	Erziehung u. Unterricht.	.....
500 Natural science.....	Fiologia storia lett.....	Jugendschriften.	Linguistique.....
600 Useful arts, Gen.....	Scienze fisiche, mate. e nat.	Sprach u. Literaturwissen.	Sciences, medicales et naturelles.
610 Medicine.....	Ingegneria-Ferrovie.....	Naturwiss. Math.....	Technologie.....
630 Agriculture.....	Medicina.....	Bau u. Ingenieurwissenschaft.	.....
Art of war.....	Agricoltura. Industr. comm.	Heilwissenschaft.....	.....
700 Fine arts, Gen.....	Guerra Marina.....	Haus, Land u. Forstwiss.	Art militaire et marine.....
780 Music.....	Belle arti.....	Kriegswissenschaft.	Beaux arts.....
790 Games and sports.....	.....	Kunst.....	.....
800 Literary hist. and crit.....	.....	.....	.....
Poetry and drama.....	Lett. contemp. Poesie.	Schöne Litteratur.....	Littérature.....
Fiction.....	Teatro.	.....	.....
Juveniles.....	Romanzi e nov.....	.....	.....
Other forms.....	Misc. e lett. popol.....	.....	.....
900 History.....	Storia-Geografia.....	Geschichte.....	Histoire, Biog. polit.....
920 Biography.....	Biografia contemp.	.....	.....
910 Geog. travels and descrip.	.....	Erdbeschreibung, Karten.	Geographie.....

and *Newsdealer, Publishers' Circular, Bibliografia Italiana, Hinrichs and Reinwald*, arranging these in the order of the Dewey classification. This was printed by Mr. Bowker for the use of the committee, and is herewith submitted.

Mr. Bowker, in behalf of the committee, has submitted the matter, through Mr. G. H. Putnam, to the International Congress of Booksellers, and it is hoped that there may be a committee appointed or empowered to confer with this committee, and that some practical result may be reached in spite of various difficulties. This committee therefore recommends for the purpose of library reports, etc., the use of the Dewey order and divisions given in the accompanying table, with such modification as may be necessary to meet book trade requirements, but in the case of all recommendations begs to make them subject to an international understanding, and asks that the committee be continued and given full power to adopt a recommended order, providing an understanding can be reached with a representative of the booksellers. If such an understanding is reached, efforts should be made to get the further concurrence of other library associations and bibliographical bodies generally.

ERNEST C. RICHARDSON, *Chairman,*  
*for the Committee.*

J. C. DANA for the

#### COMMITTEE ON LIBRARY TRAINING

made a brief statement, that the committee as a whole had been unable this year to visit and report upon the schools. He presented, as the report of the committee, a letter from Dr. E. C. Richardson, one of its members who had visited several of the schools as lecturer.\*

WILLIAM BEER spoke briefly on

#### COLLECTION AND CATALOGING OF EARLY NEWSPAPERS.

The few remarks I have to make on this subject are prompted by a recent effort to collect from printed catalogs the scattered newspaper material for the first 15 years of the 19th century. The collection of information on the locality of files of newspapers up to 1800 has been commenced, and will in time

be completed by Mr. Nelson, who publishes his results in the "Archives of the State of New Jersey." Many corrections will be necessary to his list, but it will even in its present shape be of great advantage to historical students.

The difficulty of the work increases almost in geometrical proportion as the dates approach the present era. The great increase of newspapers renders it necessary to divide the work into decades. I have chosen to carry it to 1815 on account of the importance to Louisiana history of the reports on the battle of New Orleans.

The particular feature in cataloging which I would fain see carried out in every library is the chronological conspectus, of which so admirable an example exists in Bolton's catalog of scientific documents, which is, or ought to be, familiar to all present.

It is exceedingly simple and easy to prepare and is of the greatest possible service, both to the librarian and the student.

Take any folio book ruled in wide columns with an ample margin. For my purpose I start by heading the first column 1800, and so on to the end of the page. Taking material from Mr. Galbreath's useful compilation, I find that in the libraries of Ohio there is only one title which will appear under this head, the *Western Spy* in the collection of the Cincinnati Young Men's Mercantile Library. Enter in the marginal column the full details of the publication of this newspaper and draw a horizontal line across the column. The years 1802-3-4, etc., present an increasing number of titles. The horizontal lines in the columns present an immediate summary of all the newspaper literature on the subject.

Dr. G. E. WIRE read a paper on

#### SOME PRINCIPLES OF BOOK AND PICTURE SELECTION.

(See p. 54.)

MELVIL DEWEY: I want to say a word about that New York list of pictures. When we printed that bulletin a great chorus of criticism arose from among the newspapers, and we smiled; we said it was characteristic of newspapers to discuss a thing without knowing at all what they were talking about. But I did not suppose that same characteristic would appear in this Association. Our bulle-

\* This report will appear in a later issue of the *Library Journal*.

tin states very distinctly what it is for, and it makes its own case absolutely infallible. We had to meet the problem in the state of New York, of circulating pictures bought with the taxpayers' money, to be put on the walls of the school houses—Jewish schools, Roman Catholic schools and schools of many denominations. Under those peculiar conditions it was a question whether we could carry the movement at all, and we selected about 50 people, whose judgment was most reliable, and asked them, out of several hundred pictures, to select 100 that would be open to no objection of any kind. There was no effort whatever to select the hundred *best* pictures. They simply made a list that would pass the legislature. It included pictures that people ridiculed sadly; and yet we had on file letters from prominent people in the state to the effect that they would protest against certain well-known pictures, and we thought it wiser not to raise issues over minor details. Our bulletin is simply a list of pictures that have been passed by representatives of various religious and ethical interests. You may think it most absurd that certain pictures, perhaps the most famous, should have been voted out of such a list, but if you were to go through the schools of the state of New York or any other state you would find that there are conscientious mothers and fathers, who have had no opportunity for art training, who would get down on their knees and pray that some of these pictures might not be put on the walls of the school room. If you do not know that, you are not familiar with the sentiment in the rural districts. There was a specific purpose in our action; we heard all of these criticisms, and we did the thing that seemed right and best under the circumstances. There are about a hundred of us on the state library staff, but we do not yet, as a body, venture to feel as omniscient as some single individuals regard themselves. I strongly believe that it is not a bad thing to take the opinion of experts. We are perfectly willing to show respect to the specialist in his own field, and I think it is mighty unwise advice to give young librarians, when they are told not to ask the opinion of a good specialist, whose verdict commands the confidence of the public.

Adjourned at 12.05 p.m.

#### FOURTH SESSION.

(LIBRARY HALL, MADISON, WIS., MONDAY AFTERNOON, JULY 8.)

President CARR called the meeting to order at 2.25 p.m., and in a few words expressed the appreciation of the Association for the delightful arrangements that had made "Madison day" so interesting and enjoyable.

Miss MARY W. PLUMMER then spoke on

#### SOME EXPERIENCES IN FOREIGN LIBRARIES\*

Miss PLUMMER deprecated any desire to make a comparison between foreign and American libraries. They served so different a purpose, for the most part, that comparison was impossible. Libraries, like systems of education, were an outcome of the history, of the race-temperament and characteristics, and of the social conditions of a people. And it was according to one's point of view whether such a comparison would be favorable to one side or the other. One thing seemed almost predicable—that, wherever democracy was making its way, there the library supported by the people and for the use of the people had a tendency to appear patterned more or less after those of England and America.

English libraries were not touched upon, but the leading collections of Germany, France and Italy were briefly described. At the Bayreuth and Nuremberg libraries books were secured without formality, and all privileges were extended to the visiting colleague, with entire trustfulness and fraternity. In Italy more formality was required, the libraries being government institutions for reference use, but courtesy and a desire to be of service prevailed throughout. Considering the question, "What do people do who want to read fiction in Italy—the same people who are always wanting the new novels in this country?" Miss Plummer said: "Apparently, these people do not exist in sufficiently large numbers to be considered in the libraries. If a work of note comes out, such as a new novel by d'Annunzio or Fogazzaro, it can be had at the book shops in paper for two lire or two and a half, *i.e.*, 40 to 50 cents, and people buy it and lend it. In some of the

\* Abstract.

little book shops books circulate for a small fee, but not by any means the best class of books. The government libraries may purchase the novels of such authors as those I have mentioned, but they do not make haste about it, and in one library (a municipal, circulating library) no book can go out that has not been in the library's possession three months. The novel-reading class is chiefly composed of visiting or resident English and Americans, and in all Italian cities of any size there is a subscription library where books in English can be had."

At Florence, when one discovers the large and enterprising subscription library which the Viesseux, father and son, have carried on for several generations, one's troubles in getting books seem ended, for they have all the books that the government libraries cannot and do not buy—a large subscription list of periodicals, open shelves, late books separated from the rest, and they will get what one asks for if they haven't it already. If American publishers sent their lists regularly to Viesseux one would probably find more American books there. Further than this, one's subscription entitles one to a book or books by mail to any place in Italy or in the surrounding countries where one may be staying. Of the Florentine libraries, the Marucellian is the nearest our ideal of a modern reference library in its collections as in its methods. It has, as its chief field of purchase, the best modern books in belles-lettres, and as it is open in the evening its rooms are often crowded with students and readers until closing time. It has a card catalog by subjects and a duplicate card catalog of part of the collection of the National Library of Florence; a ms. catalog in book form by author, which is accessible to readers; a room set apart for women students, with a woman, a university graduate, to preside over it. The National Library is a much greater collection and older, in its 87 rooms; and its periodical room is the most modern of all, with its magazines from all countries, even our own *Harper* and *Century* showing their familiar faces on the racks. A special room here is devoted to the catalogs, which were partly in ms. book form and partly on cards, and students were always searching the pages or the cards without let or hindrance.

At Rome the Victor Emanuel Library had a small room shelved with the Leyden catalogs, in constant consultation. As in most of the government libraries, there was a table reserved for women, though it did not seem to be much used.

Among the Paris libraries described were the Ste. Geneviève, the Sorbonne, and one of the ward or "arrondissement" libraries. The latter was in the Mairie, and open at 8 p.m. only. The books were in floor cases, with a counter between them and the people, and on the counter lay small pamphlet finding lists. It is not hard to keep these up to date, since the libraries themselves are far from being so, and new books are not often added. The librarian, who had some other occupation during the day and served here in the evening, to add a trifle to his income, got books and charged them in a book as people asked for them. Use of the library was permitted only after obtaining as guarantor a citizen living in the same arrondissement with the would-be borrower. While this kind of library is of course much better than none, and the situation in Paris is that much better than in Italian cities, the fact that the hours of opening are only in the evening is a barrier to much usefulness. On the other hand, a library to each arrondissement is a fair allowance, and no one has to go very far to reach his library. For the most part they are patronized by the small tradesmen of the neighborhood and their families. A large proportion of our reading public is missing from these municipal libraries—they buy their own books, in paper, at the department stores, and make no use whatever of the government libraries or of these small circulating centers.

In conclusion, Miss Plummer said: "If I were asked what sort of library was most needed in France and Italy, I should say first *good* libraries for children and young people. The children of these countries read earlier than ours, the language presenting fewer difficulties of spelling and pronunciation, and many of them are fond of reading. Good material is not plentiful, and what there is the child has no help in getting hold of. Bad reading there is in abundance, in the shape of so-called comic papers, etc., at every turn and for an infinitesimal price. One is ready to say that it is better not to know how to read



than to be induced by one's knowledge to make such acquaintance as this."

Dr. J. K. HOSMER followed with an amusing fable, entitled

FROM THE READER'S POINT OF VIEW, AND THE ERA OF THE PLACARD.\*

The subject was presented in the form of a clever parable, satirizing the present-day "booming" of popular books, and the unseemliness and vulgarities of modern advertising methods. It concluded with an "imaginary conversation" between a librarian and a reader, as follows:

"A fellow-librarian?" said I.

"Not quite that," said he, "but one who uses libraries—a reader, in fact."

"I felt a sudden thrill of satisfaction. Here at last I had found my reader, and I faithfully proceeded at once to get at his point of view. 'Well,' said I, 'is it not an inspiration to live in the era of the placard; and what do you mean to do for the Great American Bill Board Trust?'"

"We walked down the street arm in arm, and this is the rather unsympathetic monologue in which the reader indulged:

"The bill-board—and I mean by the bill-board coarse and obtrusive advertising in general, whether shown in this defacement of natural objects, road-signs, street car panels, or in newspaper columns—an evil from which even the public library is not free—the bill-board is an evil, but after all only a minor evil. If we had nothing worse than that among our social problems to vex us, we should indeed be fortunate. Advertising is a legitimate incident of commerce. The merchant who has wares to sell may properly make his commodities known. I own I study the advertising pages of my *Century* and *Scribner* with scarcely less interest than I do the text. But the world is so full of bad taste! There is no sanctity or silence through which the coarse scream of the huckster may not at any time penetrate. The loud bill-board is but the scream of the huckster transmuted so that it may attack still another sense. The wonder is that this bill-board, and its fellow enormities in the street car panel and the newspaper columns, do not re-

pel instead of attract. In the case of refined minds certainly repulsion must be felt. Now for myself," said the reader, and here I thought he spoke conceitedly, 'the fact that a thing is coarsely and loudly advertised is a strong, almost invincible reason for my not buying it, however necessary it may seem. With the world in general, however, the standard of taste is low. Coarseness does not offend; also, it pays to use it.

"I have sometimes seen on library walls placards sent in with the demand, 'Please display this prominently,' that have exercised upon me an immediate deterrent effect. Still," said the reader, with his superior air, 'do not think me ill-natured. The best thing we can do is to keep our temper, stamp down as we can what becomes too outrageous and indecent, and labor and pray for the refinement of the world's taste. This no doubt will come very slowly.'

"Can we help the thing forward at all?" said I, falling in for the moment with his humor.

"Only as we can promote in general the diffusion of sweetness and light," said the reader. 'If a man should be aroused to attack directly I believe he might strike a more effective blow through ridicule than through denunciation. Keep denunciation for the more weighty and ghastly evils that beset us; a mere annoyance it is better to laugh away if we can do it.'

Adjourned at 3.30 p.m.

## FIFTH SESSION.

(FOUNTAIN SPRING HOUSE, TUESDAY MORNING, JULY 9.)

The meeting was called to order by President CARR at 10.20 a.m.

The president announced the receipt in pamphlet form of the

### REPORT ON GIFTS AND REQUESTS.

(See p. 87.)

This was read by title, and filed for publication in the Proceedings.

W. I. FLETCHER presented the

### REPORT OF THE A. L. A. PUBLISHING BOARD.

(See p. 103.)

\* Abstract.

Mr. DEWEY: I wish to remind some of you who were with us 25 years ago in Philadelphia, when we organized the A. L. A., and who, during that whole period, have studied its interests so closely, that the time has come at last when we are really on the way to secure one of the things we have always thought most important—co-operative printed catalog cards. This will make for all of us less drudgery and more inspiration, for there is not much inspiration in writing out author's names; it will relieve us of a considerable burden; it will produce economy and increase efficiency; and it appeals strongly to our trustees and business men. It is perhaps the most important thing we have to do, and there have been apparently insuperable obstacles to success; but we have always hoped for one complete solution. And this was that it could be done at the National Library in Washington, with its printing presses, post-office facilities, copyright department and great central collection. You remember that when the Pacific railroad was built, and as the ends came together to make the connection, a great celebration was held through the country, a thrill that the work was at last done; and I feel to-day, now that we hear in this able report that printed catalog cards are really to be undertaken at the National Library, that what we have waited for over 20 years and what we have been dreaming about has come to pass at last. After serving my term on the Publishing Board—this is my valedictory—I feel to-day that I must say just this: Now that we have reached this point, that every one has hoped for so long, we must see to it that this agency is utilized and appreciated. Every one of us ought to watch those printed cards, and make suggestions as to their use. If we utilize them, and prove their value and their economy, we can rely on the great support of the National Library in many other movements.

The secretary read a letter from the Hon. Secretary of the

LIBRARY ASSOCIATION OF THE UNITED KINGDOM, inviting the A. L. A. to be represented at its annual meeting, to be held in Plymouth, England, Aug. 27-30, 1901; and, on recommenda-

tion from the Council, it was voted that members of the A. L. A. abroad at the time of the English meeting be authorized to represent the American Library Association on that occasion.

The president announced that the polls would be open for

#### ELECTION OF OFFICERS

in the library exhibit room at the Fountain House from 8 to 10 Tuesday evening, and that J. I. Wyer and J. G. Moulton would serve as tellers.

In the absence of F. J. TEGGART, chairman, the secretary read the

#### REPORT OF COMMITTEE ON HANDBOOK OF AMERICAN LIBRARIES.

Since its appointment this committee has worked steadily towards the accomplishment of the object of the handbook. Specifically this object is the collection of the statistics, history and bibliography of all libraries in the United States having 10,000 or more volumes on Dec. 31, 1900.

While about 80 per cent. of the circulars sent out in 1899 were returned, the cases in which the bibliographical and historical data was supplied were too few in number to be of much assistance. The work which has therefore fallen on the chairman of this committee is neither more or less than the preparation of a check list of all the publications of American libraries. The need of this work must be apparent to any librarian who considers that there is at present no bibliographical source in which information regarding library publications may be found. The "American catalogue," for example, ignores such publications altogether.

In beginning this work the chairman of your committee indexed the set of the *Library Journal* and all available bulletins and catalogs of libraries for library publications, and cataloged the similar material existing in the libraries of San Francisco. Approximately the list now includes between 8000 and 9000 cards.

This large body of material has been reduced to shape, and the greater part has been typewritten on sheets. What now remains to

be done is that some person conversant with the library literature of a state or city should take the sheets representing that district and carefully compare the entries with the books themselves, supplying omissions and correcting errors. This certainly is no light piece of work, but it is essential to the success of the undertaking.

The historical notices have been prepared in part, but the statistics obtained in 1899 must of necessity be renewed to bring the entire work down to the end of the century.

As the manuscript can be completed by Jan. 1 next, there is every reason to believe that this large piece of work can be presented in completed form to the Association in 1902, with one proviso. When the committee was appointed in 1899 it was given a general authorization to incur expenditure—in fact, without doing so no work could have been done. Again, in 1900, an authorization for expenditure was passed by the Association. Up to the present the chairman of the committee has expended directly on this work on postage and printing about \$150. Owing apparently to the general terms in which the authorizations for expenditure were made at previous meetings, the officers of the Association have not so far made any appropriation towards this amount, and it would seem proper that some definite provision should be made by the Association at this meeting to cover a part at least of this expenditure if the handbook is to be considered an "A. L. A." undertaking.

FREDERICK J. TEGGART, *Chairman*.

C. W. ANDREWS: As the third member of the committee, I may supplement this report, and state that the matter of obtaining the consent of the Bureau of Education to undertake the publication of this handbook was left to me, and that I have pleasure in informing the Association that there seems every prospect that at least a portion of this material will be published by the Bureau of Education, and that we may hope to have made available in this way a much-needed tool for practical use and a mass of information which cannot fail to be of value outside of this country.

W. I. FLETCHER: The matter of the publication of this handbook was referred to the Publishing Board, but if the plan for its pub-

lication by the government is carried out, the Publishing Board understands that will take the publication out of its hands. I move that the executive board be requested to inquire into the matter of the expense incurred by Mr. Teggart, and provide for meeting it, if this is found possible. *Voted*.

The secretary read the by-laws to the constitution, prepared by special committee and adopted by the Council, as follows:

#### BY-LAWS.

§1. The annual dues of the Association shall be \$2 for individuals and \$5 for libraries and other institutions, payable in advance in January. Members who are one year in arrears shall, after proper notification by the treasurer, be dropped from the roll of membership.

§2. Nine members shall constitute a quorum of the Council for the transaction of routine business, but no sections of the Association shall be established and no recommendations relating to library matters shall be promulgated at any meeting at which there are less than 17 members present. The records of the Council, so far as of general interest, shall be printed with the Proceedings of the Association.

§3. In case of a vacancy in any office, except that of president, the Executive Board may designate some person to discharge the duties of the same *pro tempore*.

§4. No person shall be president, first or second vice-president, or councillor of the Association for two consecutive terms.

§5. The president and secretary, with one other member appointed by the executive board, shall constitute a program committee, which shall, under the supervision of the executive board, arrange the program for each annual meeting and designate persons to prepare papers, open discussions, etc., and shall decide whether any paper which may be offered shall be accepted or rejected, and if accepted, whether it shall be read entire, by abstract or by title. It shall recommend to the executive board printing accepted papers entire, or to such extent as may be considered desirable.

§6. The executive board shall appoint annually a committee of five on library training, which shall investigate the whole subject of library schools and courses of study, and report the results of its investigations, with its recommendations.

§7. The executive board shall appoint annually a committee of three on library administration, to consider and report improvements in any department of library economy, and make recommendations looking to harmony, uniformity, and co-operation, with a view to economical administration.

§8. The executive board shall at each annual meeting of the Association appoint a committee of three on resolutions, which shall prepare and report to the Association suitable resolutions of acknowledgments and thanks. To this committee shall be referred all such resolutions offered in meetings of the Association.

§9. The objects of sections which may be established by the Council under the provisions of section 17 of the constitution, shall be discussion, comparison of views, etc., upon subjects of interest to the members. No authority is granted any section to incur expense on the account of the Association or to commit the Association by any declaration of policy. A member of the Association eligible under the rules of the section may become a member thereof by registering his or her name with the secretary of the section.

§10. Provisions shall be made by the executive board for sessions of the various sections at annual meetings of the Association, and the programs for the same shall be prepared by the officers of sections in consultation with the program committee. Sessions of sections shall be open to any member of the Association, but no person may vote in any section unless registered as a member of the same. The registered members of each section shall, at the final session of each annual meeting, choose a chairman and secretary, to serve until the close of the next annual meeting.

Dr. J. K. HOSMER reported for the committee on

#### MEMORIAL TO JOHN FISKE.

Dr. HOSMER: The committee to whom this matter was referred thought it best to prepare, instead of a formal preamble and resolution, a minute to be entered upon the Proceedings of the convention. That received the approval of the Council. The minute is as follows:

"The news having reached us of the untimely death of John Fiske, once our professional associate, we, the American Library Association, desire to make record of our profound grief at the departure of a writer who was a dominant force in American literature, and to express our sense that in this passing of a great thinker, historian, and spiritual leader, our land and our time have sustained irreparable loss.

President CARR: This minute will be spread upon the record of the Proceedings, having taken the regular course.

#### CO-OPERATIVE LIST OF CHILDREN'S BOOKS.

C. R. PERRY: At the last session of the Children's Librarians' Section action was taken

looking towards a co-operative list of books for children. There were some features connected with it that were of such a general character that we thought it essential that the plan come before the Association in general session, to secure proper authority for us to proceed with the work; furthermore, there was no further session of the Children's Librarians' Section, so if a report was made at all it would have to be made to the A. L. A. in general session. The report is as follows:  
*To the American Library Association:*

At the last session of the Children's Librarians' Section a committee was appointed to formulate some plan whereby a co-operative list of children's books may be produced, this committee to report at some general session. We now are ready and beg leave to report progress.

We have interviewed over 50 members of the A. L. A. within the last two days, and find a general desire for such a list. Moreover, the people interviewed have expressed their willingness to subscribe among themselves a sum of money necessary to cover the cost of preparing such list (postage, typewriting, stationery, printing, etc.).

Your committee have found that one or two days are hardly sufficient to enable us to bring our plan into perfection. We desire very strongly to accomplish the results for which we were appointed, and therefore ask for more time. We do respectfully recommend and ask that authority be given to our committee to proceed with the following plan:

- (1) Committee on co-operative children's list to appoint six people to collect the subscriptions which have been promised.
- (2) Some one experienced and well-known librarian to be appointed by our committee to undertake the preparation of the said list.
- (3) When such person has been appointed and has accepted, the money raised to be turned over to that librarian.
- (4) Our committee to suggest to the person undertaking this work a plan whereby not only may be secured the approval or disapproval of librarians and teachers as to the books of the tentative list, but also a report as to the manner in which these books have been received by the children in all parts of the nation.
- (5) A final and definite report to be submitted at the next conference. This report to include the books generally accepted and those rejected as well.

Respectfully submitted,

CHESLEY R. PERRY, *Chairman*,

J. C. DANA,

ELIZA G. BROWNING.

PRESIDENT CARR: This report comes before you in the nature of a recommendation, and suitable action would be to move that the Association appoint a general committee to carry out the recommendations of the report. That committee might consist of the members of the present committee, who drew this report—Mr. Perry, Mr. Dana and Miss Browning.

R. R. BOWKER: Is not this a matter which should come under the jurisdiction of the Publishing Board? It would then give this proposed committee somewhat the relation to the Publishing Board that is borne by the advisory committee on printed catalog cards. Otherwise we might have a confusion of results.

MR. PERRY: That matter was discussed, but we felt that we were preparing something which at the next convention might be submitted to the Association, and then referred to the Publishing Board. We are not expecting to prepare a list for general printing and circulation, but a list which may be brought up at the next conference as something definite to be referred to the Publishing Board.

It was *Voted*, That the committee acting for the Children's Librarians' Section be appointed to carry out the work outlined.

#### PRINTED CATALOG CARDS.

HERBERT PUTNAM: I ask your indulgence, Mr. President, for a few words. The readiness of the Library of Congress to take up the work of supplying printed cards has been stated. For the Library of Congress, I wish to say that we do not repudiate anything of what has been stated as to our readiness; it must be understood, however, that we are justified in entering upon this undertaking only in case it presents a reasonable probability of success. Now, for that probability three elements are essential. First, some body that should represent judgment and experience, in such co-operative work, and be in touch with the interests at large of the Library Association. That body is furnished by the Publishing Board. Second, there was necessary some office that was directly in relation with the publishers of this country. That office is the *Publishers' Weekly*, and the *Publishers' Weekly* has generously offered to place at our disposal all of its facilities for securing

prompt information as to every recent publication. Third, there is a strong probability that during the first year at least there will be some deficit, while the experiment is merely beginning. That danger has been met. Mr. Bowker, personally, has tendered a guaranty amounting, if necessary, to \$1000, to meet the possible deficit of the undertaking during the present calendar year. Repudiating nothing of what has been said about the readiness of the Library of Congress to serve in this undertaking, I nevertheless wish this matter to appear in its proper proportions, and we should not be willing to have these other elements overlooked.

In the absence of THORVALD SOLBERG, J. C. HANSON read Mr. Solberg's paper on

#### BOOK COPYRIGHT.

(See p. 24.)

GEORGE ILES read a paper on

#### THE TRUSTEESHIP OF LITERATURE.

(See p. 16.)

MR. ILES: I may add, that when I was in England three years ago and talked about this scheme, one or two asked me, "Who is going to meet your libel suits?" I explained that there was already a very large body of responsible critics who contribute in this country, especially in this field; as, for instance, the critics of the *American Historical Review*, and the notes that I have in mind are very much of the color of the notes one reads in such reviews—not many of them very black, not many of them very white; most of them a whitey brown. I have never heard yet of any libel suits against the editors of the *American Historical Review*, even when their reviews have not been particularly amiable. I do not think we need to dread any litigation. Mr. Larned went to work in organizing his staff of contributors with great caution and good judgment. He did not choose them from any one particular university, but when he heard that at University "A" there was a man who was acknowledged to know the literature of the Columbian period of American history better than anybody else, he sought to enlist that man. And Mr. Larned has been limited, of course, in various ways that you can readily understand, as for instance when

sometimes a contributor has given him notes which he has felt obliged to discard. And let me say also that in the main the most important work has been done by the professors of history in the colleges and universities, except for the period of the Civil War, where the late General Cox, who had made a special study of that field, was his contributor. Mr. Larned's idea is simply to find throughout this country in any particular field—the Civil War period, or the pre-Columbian period, or the settlement of the Northwest period, or the war of 1812—the most authoritative and trustworthy man and enlarge his audience to take in all the readers and students in this country, instead of having him speak merely to the students of a particular university or to the readers of a particular review.

Dr. RICHARD T. ELY read a paper on the same subject.

(See p. 22.)

Mr. BOWKER: Can't we have a word from Mr. Thwaites on this question?

R. G. THWAITES: I do not suppose I ought to speak on this matter, for I am one of Mr. Larned's contributors. I have done a good deal of annotation, or evaluation, of this sort, upon request; I have a fair acquaintance with reviewers, and have done a good deal of reviewing myself. I know the limitations of reviewers, and there is, I think, a great deal of truth in what Dr. Ely says. I always want to know, when I read a review, who wrote the review; after I know the individual who has written the review, I make up my mind more or less regarding its verdict. Often, in writing annotations for this work of Mr. Larned's I have felt the very serious responsibility which rested upon me as an individual contributor, in seeming to crystallize judgment for generations perhaps—if this book is to be used for generations—and the possible harm that might result from such crystallization. I know that my point of view will be entirely different from another man's point of view. You take four or five men and ask them to write a note on the same book for this annotated list, and you will have four or five different judgments—absolutely, radically different. It is perhaps, a dangerous thing to crystallize these judgments; and yet, after all, I sympathize very greatly with Mr.

Illes' position. I think the thing should be done. Librarians are asked for such judgments all the time. All of us who write textbooks are continually asked for annotated bibliographies for students to follow, and we are always passing judgments—other people might call them “snap” judgments—upon various books. Great wisdom is necessary in this matter. For instance, the other day Mr. Larned sent a note to two of us who are contributing to this annotated bibliography. It happened through some editorial mistake that two notes, asking for comment on a certain book, were written to different individuals. It was Dr. Davis Dewey, of the Institute of Technology, who happened to cross my path and wrote a note on the same book. Now we had two absolutely different opinions about this book. And yet it was very natural. I had looked at this book as the story of an exploring tour down the Mississippi valley; he had looked at it as a study in sociology from an economic standpoint. It was exceedingly interesting from my standpoint; it was filled with fallacies and whims from the standpoint of an economist and sociologist. Well, I threw up my note and let his stand. What are we going to do about it? Some work of this kind ought to be done, because it is most useful; but after all, I think Dr. Ely's word of warning is one that we should take to heart very thoroughly. Personally I really don't know whether we ought to “evaluate” literature or not; and yet I am doing it all the time.

Mr. ILLES: We expect that this bibliography of Mr. Larned's, and any others in the same series which may follow, will appear also in card form, and I very much desire when the central bureau finds that a particular note can be replaced by a better one, in the light of further developments, that that particular note should be withdrawn, and a better and more nearly just note be substituted; all gratuitously to the subscribing libraries.

F. M. CRUNDEN: I realize the force of what Dr. Ely has said, but I still believe that this work is worth doing, because it is exceedingly valuable to us. We have got to have some guide. We cannot all of us read in all lines and so far as the contradictory notes referred to go, it seems to me that all that was necessary was for the editor to apply to those two

divergent notes just the remark that Mr. Thwaites made—that one was written from the standpoint of the sociologist and economist, the other from that of the historian and geographer. From one side it was a good book; from the other side a bad book.

MR. PUTNAM: I speak on such a subject as this with very great reluctance, and yet, as a librarian who has had occasion in times past to select—I do not have so much occasion now, because so much matter comes to us without inspection—I wish to draw a distinction between selection and exclusion. Now, when Dr. Ely speaks of an *index librorum prohibitorum* or an *index expurgatorius*, the implication is that the libraries of this country, on advice or of their own motion without advice, are deliberately excluding from their collection books of which they disapprove. The librarian, however, approaches the matter in an entirely different way. He has at his disposal, for purchase, a very limited sum of money; a very limited sum of money, no matter how large his library, for the amount of literature put upon the market is practically limitless. Men of science themselves, after contending for liberty of expression, do not always use that liberty with discretion or to the advantage of the community. Now, there must be a selection. That is the point we start from as librarians; that is the duty laid upon us—to get, with the means at our command, the books that will be most useful to our constituents. Now, that means choice. How are we to make a choice? I do not believe there is a librarian in the United States who would set himself up as an arbiter or an expert in every department of literature; who would claim to determine the value of doctrine, either in religion or in economics, the two departments of literature as to which the discrimination must be most difficult and most dangerous; and yet even in those departments we must choose. That means a selection. What is the alternative, in case we have no guide? What would Dr. Ely offer us? Dr. Ely, of course, as any university professor, has his students, who are studying not merely one subject in which they wish to get the best and final opinion, but all opinions, from which they are to draw conclusions. Now, the duty of the librarian is simply to represent all opin-

ions, and not his own opinion, or his notion of the best opinion, or somebody else's notion of the best opinion; but, given a doctrine which is important, which is attracting attention, he assumes that this doctrine must be represented in his collection. It is only a question of what represents this doctrine best—not whether the doctrine is right or wrong. If there is a book regarding which there are two opinions, the appraisal may give the two opinions, as all appraisals should, so far as it can be done. The substance of what I wish to say is this: our duty is not one of exclusion; it is one of selection, and that fact is as little understood as any element in library administration to-day—and I am sorry to say that the misunderstanding is apt to be countenanced by the librarian. Take for instance the case of the Boston Public Library, berated all over the country for excluding certain books from its collection. Now, the Boston Public Library deliberately excludes, to my knowledge, almost no book. Its process is of selection. It receives about seven hundred volumes of recent fiction a year, to consider for purchase. It believes that it is for the best interests of its constituents to buy less than two hundred titles and multiply copies. Now, how is it going to dispose of the other five hundred? They are neither rebuked, disapproved of or placed in an index. They are simply left out, because in the process of selection, the first two hundred seem most useful for the purpose of the library.

DR. ELY: I was not thinking about the librarians in my remarks. They must, of course, make their selections of books, but what I had in mind was the bringing, especially in the form of a card catalog, these judgments and these appraisals before the reading public all over the entire country, and so possibly forming opinion, along one line. Formerly librarians have had a great many facilities to aid them in making this selection of which Mr. Putnam has spoken. They have had the various periodicals with their reviews; they could read these and base their selections upon these. I had especially in mind the objections to crystallizing opinion and bringing a one-sided opinion, or one kind of an opinion, before the entire United States, instead of having opinions of one sort in one

place and opinions of another sort in another place. Also, it is the impartial nature, or the apparently impartial nature, of the proposed "evaluations" which seems to me especially objectionable. Of course, in our college classrooms, we give our estimates of books, but Professor A will give one estimate, and then the students go to Professor B's class-room, and they hear another estimate, so that they soon learn the personal inclinations and preferences of the various professors, and can soon offer some explanation of the conditions and the circumstances under which these estimates are formed. And the views expressed in one university are criticised very largely by another university. Not so I take it with the person who ordinarily consults the card catalog of a public library.

R. R. BOWKER: May I take a moment from my own paper to say just a word on this subject? Questions are asked of the librarians, and they must be answered. To answer them in the fullest light instead of the scantiest is, as I understand, the purpose of what Mr. Iles calls "evaluation." If Miss Smith—I think there are six of her, so that my remarks are not personal—comes from the library school, or after the library school training, to a public library desk, she is sure to be asked questions, we will say, in American history. There may be an information clerk to refer them to, or there may not; but, as I understand, this work of Mr. Iles is intended, not to exclude other sources of information, but to give Miss Smith opportunity to inquire and obtain the best and widest available information as to the character of a particular book, or as to its rating. If this book were to be the sole and exclusive authority, then of course we might have a censorship in literature, but I do not understand that in the minds of the promoters of this plan there is any such design to make an exclusive and solely authoritative work.

W. MILLARD PALMER read a paper on

THE RELATIONSHIP OF PUBLISHERS, BOOKSELLERS, AND LIBRARIANS.

(See p. 31.)

R. R. BOWKER: There is, or should be, I take it, a large purpose common to all who have to deal with books, as intermediaries be-

tween the author and the reader, whether from the altruistic side, as the librarian, or from the commercial side, as the publisher and bookseller. We are familiar with one expression of that purpose, to get "the best reading for the largest number at the least cost"; and I, for one, am firmly of the opinion that that function is properly shared by the two classes of whom I have spoken, that they are not in competition but in co-operation; I mean the librarian and the bookseller. It is a narrow view, it would seem, which puts the two in opposition, or even in the position of competitors. And just as it seems that the bookseller is wrong in feeling that the librarian is interfering with his business, so I think it is wrong for the librarian to feel that the bookseller should in any way be limited or hampered or belittled in his kind of work of getting books to the people. It seems to me a truism, indeed, that there is one thing better than a book loaned, and that is a book owned. The ideal library community is, after all, one in which the people are so well supplied with books in their own homes that the function of the library is not so much a great circulation, however fine that may look in the statistics, but rather that of guide and helper to readers in the selection, and, if you please, in the "evaluation" of books. The board of health in a city or in a state is, perhaps, a fair illustration of the final function of the librarian; a health board, in its ideal, is a body to promote sanitation, to warn people against errors, to get rid of the mistake that tuberculosis is a hereditary disease from which people have to suffer, instead of one which is communicated and which can be avoided; rather than a body to furnish free medical attendance like a dispensary. So I start with the proposition, that it is desirable for librarians, for public librarians, as such, to encourage most of all the formation and owning of private libraries throughout their bailiwicks.

Now, there has been one difficulty of late years in bringing about this result, in the most effective way, and that difficulty has been felt not only in this country, but throughout most countries—the fact that competition, not in quality but in "cut rate" price, has practically taken away the living of the com-



mercial intermediary in the distribution of books, the hire of the laborer who is working in that particular vineyard. That has been true in Germany, in France, in England, and in this country. It has not prevented the sale of books; it *seems* not to have limited the sale of books; but it is probably true that the dissemination of the best literature among the mass of the people, in private libraries, while it has been immensely improved by the library system, has not been promoted by the book-selling system under present conditions as it should be. In Germany, a movement has been on foot for a few years past, and has been quite successful, to give that particular kind of librarian, the bookseller, a fee more worthy of his function; a profit which makes it possible for him to keep that sort of library which is distributed into private libraries, *i.e.*, the book store. In France a very curious difficulty is in illustration. There the price of books had come to be very low, so low that when a rise in the price of paper came, the publisher's business was found to be almost impossible. The remedy naturally took the shape of a general rise in price, a considerable rise in price in cheaper books, sufficient to meet that particular difficulty and to make possible at the same time a better recompense, a living wage, to the intermediary. Now, the whole tendency of modern industrial development is to get rid of the intermediary as much as possible; *i. e.*, to have as few steps, of person and of cost, between the producer and the consumer as is practicable. This we may take as fundamental to-day. It remains true, nevertheless, that there must, as a rule, be somebody between the producer and the consumer, between the person in the great manufacturing center and the remote distributing points on the circumference to bring the thing wanted to the person who wants it; and it is only in view of that requirement that the bookseller is to be considered. In that sense, as I have said, he seems a complement of the librarian, and the book store the complement of the library. Now, a librarian cannot live without salary, though many live on very small salaries, in the hope of better things — and one of the accomplishments of the American Library Association has been to bring better things to the librarian. Both the dignity and the emol-

ument of the library profession have been, I believe, increased greatly by the existence of this Association. The librarian receives a salary, and it is not true, as we all know, that books can be circulated freely from public libraries in the sense of their being circulated without cost. Indeed, we have occasion to lament often that the cost of circulating a single volume is so great. It is a fair question whether the cost of shelving, preparing for the public, and in many cases, of circulating a volume, is not greater than the fee which the bookseller asks as his profit, his wage in transferring that volume from the publisher to the reader. Therefore it seems to me that the suggestion of which Mr. Dewey is the apostle, that the public library should take the place of the book store, that it should exhibit recent books to the public and take the public's orders for those books, rests both on an economic and on a social fallacy. In a word, work cannot be done for nothing, and whether that work is paid for by the public in the shape of salaries or by the private buyer in the shape of profits is a matter of comparison.

About the time at which the A. L. A. was organized, in 1876, there was an attempt on the part of the book trade to deal with this question, and at Philadelphia, in 1876, a meeting was held at which a reform plan was initiated. That plan, it seemed to me then as it seems to me now, involved a fundamental mistake, in that it did not deal with the question of published prices. It is evident that books cannot be increased in price, unless there is a specific reason in the price of paper or some such reason, without interference with their sale and wide distribution. It is poor policy for the publisher to limit the sale of his ware by putting a higher price on it than the traffic will bear. At that meeting it was proposed not to alter the published prices of books, but to recognize formally the custom of giving twenty per cent. discount to the retail buyer. The reform proceeded upon that basis, and the system presently broke down. Within a year past there have been shaped two organizations, the American Publishers' Association and the American Booksellers' Association, which are working in harmony on another plan. That plan is that new books, new copyright books (fiction and some

special classes excepted for the time), should be published at a price which recognizes the fact that the published price hitherto has not been the real or standard price. In other words, a book which was priced at \$1.50 it is expected to publish at twenty per cent., more or less, below that price, and to make a \$1.50 book, say, \$1.25 or \$1.20; a \$2 book \$1.60 or \$1.50, and a \$1 book 75 or 80 cents. This plan recognizes the existing situation, and the proposal is that the plan shall be enforced by the publishers declining to supply books to booksellers who fail to maintain those standard prices. The plan has worked out with other classes of specially owned articles, in that respect similar to books, and it has worked with fair success.

There is only one exception which the bookseller is permitted under the proposed regulations to make, and that is a discount to the library. That discount is limited to ten per cent., and I think it should fairly be stated that this may increase, perhaps by five or ten per cent., the actual prices which some libraries, at least, have been paying for their books. That is a disadvantage from the library point of view which must be faced. I do not know that it will increase the price in the case of libraries generally. In the case of the public, it has been true that while many have paid the lower price for the books, others have been asked the full published price, so that there has been an inequality of price where the person best equipped in one sense, least equipped in another, has had the advantage of the lower price. In other words, the person who had most books and knew most about them, got the book at a very low price, and the person who was really most in need of the book, because he knew less, had to pay the full price for it. I do not believe myself that that is the right or a good way of doing business. It would not be the method which you would permit in libraries, of treating one person differently from another, because the fundamental proposition of this Association is that the public should be treated equally and justly. Take it altogether, I for one believe that although in some cases there may be this slight rise in cost to the library, the whole library situation, or, I should say, the whole book situation, would be so much improved by the proposed

change that it would be to the general advantage of the libraries to suffer that specific disadvantage.

Nevertheless, there is a good deal of grasping in human nature, and it might be very wise for the American Library Association, in one sense representing the public, to come into official relation with this matter and be the guardian of the buying interests, to the extent of making sure that there is a real reduction in the prices of books on this scheme. The large-minded publishers will doubtless see their interests in making the reduction throughout on the copyright books which are to be published on this plan. There are others who may not see this advantage, and who may attempt, under the new plan, to set as high a price on the book as under the old plan. If we had a committee of this Association on relations with the book trade, it might be possible for such a committee, known to be on the alert, to prevent or remedy cases of that sort, and I trust such a committee will be appointed by this body, or by its Council, as I shall take the liberty of moving.

I should feel some hesitancy in speaking to this Association from the two points of view, of relation with the book trade and of relation with the library interests; i.e., of speaking as the editor of the *Publishers' Weekly* and as the editor of the *Library Journal*, but for the fact that I believe the interests to be one. I may, however, make the personal explanation that while it seems to me that a journalist cannot write that in which he does not believe, on the other hand, a journalist who is responsible for the conduct of a representative journal cannot interpolate his own opinion to the exclusion of the opinion of the class whom he is supposed to represent; for that reason I have taken the position in my own office that in case the library interests should come in conflict with the publishing interests, I will give over that particular subject to some librarian, who, using the editorial columns of the *Library Journal*, will represent distinctively, free from any interest in the book trade, the views of the Library Association and of the library interests at large. I take this opportunity to say that in case the opinion of this Association is adverse to the plan which I have been outlining, the *Library Journal* will take that

course in presenting fairly and fully the views of the profession. When the whole question is threshed out; when such a committee has discussed, perhaps with the publishers' association itself, whether there should not be a somewhat greater discount to the librarian, to equalize the old rates; when such a committee expostulates with individual publishers against an abuse of this plan, I believe that the result will be, on the whole, to promote the wide and useful dissemination of books, and I trust that any action which is taken, if action should be taken by the Association or by its Council, will be in view of the wider co-operation in which these two interests should work. Let me remind you that the bookseller cannot live without earning his living any more than the librarian, and it is not quite fair perhaps for those of us who are protected by salaries to impeach the fair living which the bookseller earns in another way. The book store should exist in every community, alongside the library. We know as a matter of fact that even our large cities, certainly our small cities, even more our towns, are very ill equipped with book stores; that in many places they are notable for their absence rather than for their presence. This element of active work in the distribution of books should, I believe, come back more to our American life. It cannot come back, apparently, under present conditions, and any movement, it seems to me, should have the helping hand of the A. L. A. that tends to put the American bookseller on a plane with the librarian as an agent for the dissemination of the best books at the least cost to the most people, and I emphasize "at the least cost," meaning the least cost at which the service can be rightfully performed.

Adjourned at 12.45 p.m.

### SIXTH SESSION.

(FOUNTAIN SPRING HOUSE, TUESDAY AFTERNOON, JULY 9.)

The meeting was called to order at 2.15 p.m. by President CARR, who announced that the discussion would be continued from the morning session, on the subject

THE RELATIONSHIP OF PUBLISHERS, BOOKSELLERS AND LIBRARIANS.

MELVIL DEWEY: There seems to be an im-

pression on the part of some that the attitude I have taken in regard to this question is for the sake of starting up discussion. I am quite sincere in what I say and in what I believe in regard to it. In the first place, I think nothing could be more unfortunate than for any of us to get into an attitude of antagonism with the publishers and booksellers. There was something like that twenty-five years ago; their organization and ours began at the same time. There were some who wanted to fight with the booksellers and publishers. I think that is all wrong. I am heartily in sympathy with nearly everything that Mr. Bowker said this morning, and with what has appeared in the columns of the *Publishers' Weekly*. I read every page of it. I believe so profoundly in the value of the bookman's work that, when formulating definitions of our university studies, as to what a full-fledged university should be, I insisted it should include publishing research and publication, not only the preservation of learning. It is because I have so profound a respect for what may be done by the book trade, as we call it, that I believe in these things. But the discussion this morning seemed to be very much on the line of Ruskin's attack on railroads, which he said always were devices of the devil, and he said it very eloquently. You heard the same talk about the trolley lines—about the whitening bones of the young innocents that had been killed by them. We were assured that bicycles were to destroy the horse trade entirely, yet horses now bring double what they did before. Twenty-five years ago, I remember a very prominent man most earnestly pointing out just what was pointed out this morning—that the A. L. A. and the public libraries were simply devices to injure the interests of publishers and booksellers. And the attitude of men on these things is based on what Mr. Bowker called "an economic and social fallacy." I like the phrase; only he was fitting it to me, and I fit it to him, and it is for you to decide which is right. The question hinges on what we understand the library to be. If the library is like a blacksmith shop, or shoe store, or something of that kind, then he is right. If the library is an essential part in our system of education and a necessity for our civilization, then I

am right. In New York we still have the plank road and the toll-gate, and we are just taking them over for public use—buying them and abolishing the tolls, so that the public's right to use the roads has come back to them. All the arguments we heard this morning would fit the question of abolishing the toll-roads. A great many people keep no horses. Why should they be taxed to maintain the roads? We have the fire department. We do not tax only the people whose houses are on fire. It is a public necessity. We have the best illustration of the case in our schools. The tax-supported high school has killed off a number of private schools, and estimable people who were earning their living that way were thrown out of employment. And the tax-supported high school is in analogy with the public library. It has offered instruction free and has ruined the business of others. It is so with many professional schools. A transition has been going on very rapidly. The last big fight we have been having is over the business colleges, some of which are directed by mere charlatans, and others by those who are giving admirable instruction, doing their work well. But they have outlived their time. The public demanded that certain instruction of this kind should be made available cheaply to all the people.

Now, we have been charged with wanting to abolish the bookseller. I never said anything about abolishing him. It is like saying that because the tadpole is going to be a frog we are abolishing the tadpoles. It is nature that does it; it is a matter of growth. Or it is like saying that the entomologist in pointing out that the moth is going to develop into the butterfly, is abolishing all the moths. So the good booksellers, if they go on with the work of supplying the public with good reading, will do it through the agency of the public library, where they can do it cheaper. When we are sure that a certain thing ought to be done; that it is a good thing; and, secondly, when we are sure that it can be done cheaper than in any other way, we are not inclined to waste a great deal of time theorizing over anybody's philosophy as to whether it is a proper thing to do or not. We want the right things done in the best and cheapest way. I am sorry to see the old-time

bookseller, who did good work, crowded out of the field. I do not see any way in which he can save himself, except in the largest cities. I am sorry to see a great many of the old schools, the secondary schools, crowded out of business and entirely replaced by the tax-supported schools. I do not understand that it is our purpose, either in this Association, or in life, to be studying how we are going to feed every man after the system which has fed him up to the present time is abolished. If the man is good for anything, he will earn his wages; and it is utterly fallacious to say a thing is wrong because somebody is going to lose his business. When the railroad was built a great many worthy men who drove stage coaches were driven out of business in just that way. Every modern improvement does that; new machinery of all kinds has the effect of driving people out of employment; but, in the long run, it pays.

I ought to say in the first place that the suggestion that the librarian would sell books for a profit is one of those queer things that crop out in connection with all great movements. I never yet heard of any library that was buying books and distributing them. I believe that the library will order books in connection with other work. My thesis is this: the book owned is a great deal better than the book loaned. I believe it is better for a man to own a book than to borrow it; that it is legitimate, at public expense, to show him that book in the library and hand it to him as his book—just as legitimate an expense, every way, as it is to employ a man to sell people books so that they won't patronize the Booklovers' Library. I think the whole thing hinges there. It is not a matter of theory, but of fact. If that is what we want to accomplish, can we do it best with the book store or with the library? I contend that it is impossible to rehabilitate the old bookseller, any more than the old private school, which could be done only by endless means in endowment. I do not believe we should try, because it can be done better and cheaper in another way; because the library has the books on its shelves. The statistics this morning showed that the bookseller is dying out. I believe it to be entirely impossible to rehabilitate that profession. If in the library it

becomes a recognized principle that the library is supported at public expense for the purpose of lending books. I am confident that the public will demand it to be done in that way. I am confident of another thing. You have only to consult your catalogs to see the remarkable development of the last decade in publishing which is done by endowed universities and colleges and of learned societies. See the great body of technical journals that have been turned over the university presses. Every university that pretends to accomplish much now has a press, and is developing it with great rapidity. It was said this morning that the publisher hinged on the cash; that the bookseller hinged on that. Ladies and gentlemen, the cash profit is not a proper scale in which to weigh the questions in which we are interested. When you take questions of education, or religion, or philanthropy, and put them on a question of cash profit, you are in an absolutely false attitude. I do not mean by that that we must not regard business conditions. We must know how to pay for our coal and our rent, but not a dividend in dollars and cents. And the moment my antagonist says that this question is to be measured by a cash dividend. I say he is ruled out of court in any body of librarians who are giving their lives and their work at salaries not at all commensurate, but who make dividends on a higher plane. There is no occasion for an attitude of hostility; nor, I take it, for me to take issue on this new proposition in regard to prices to libraries. There is not a librarian in this room who has all the money he wants. If prices rise ten per cent., it will diminish the number of books he can buy. I followed the argument this morning. If it is correct, there is only one thing we can do. We, as librarians, are cutting into the revenues of these men, and we ought not only not to ask a discount but librarians ought to pay twenty-five per cent. in addition, because we are cutting into their revenues. We ought to appoint a committee, which without a bit of the spirit of antagonism, should meet the publishers and booksellers and point out all over the United States large consumers who buy for cash. I think it is a practical mistake to try to force up the price, and that we are bound as custodians of this money that is put in our hands, firmly and courteously, but, I

am sure, with the most friendly relations on both sides, to see that the prices of our books shall not be cut down.

I say, therefore, in summing up, after an observation of thirty years, that I am confident that the library of this century is going to assume those educational functions, and that among the most prominent of these is the putting into the hands of the people who wish to make their lives wealthier in arts or trades the books of power and of inspiration. The public library cannot afford not to put into their hands at a minimum price the books they want to read. And, logically we shall be forced in that direction. You will find that this tendency is growing all the while, and we will have to put the library squarely alongside the high school. Indeed the library in its development is following exactly the line of development of the tax-supported high school and for that same reason, that in the high school we now offer instruction free, the library will offer books for sale without profit—there should be no profit in the library—and will lend books freely, and will with regret kill the local book store and supplant it by something that is worth a great deal more.

W. I. FLETCHER: I have been so long on the Publishing Board with Mr. Dewey that I have got thoroughly in the habit, when he gets through, of saying something on the other side. It seems to me that a few words might be said to clarify this subject. It is undoubtedly true, as Mr. Dewey has said, that a book store that is worth anything could not be established in every place in the country. There ought to be something of the sort, even if it is a public library. The book stores exist only in places where it is commercially possible, and that number of places is very limited. Now I suppose that if we could ascertain the communities where it is not commercially possible for a book store to be carried on, we should none of us have any objection—it seems to me most of us would favor the idea—that the public library should, to some extent, take the place of the book store in supplying books to the would-be owners in such a community. That leaves the question confined to those places where a book store is commercially impossible, probably to those places where book stores have been, even with difficulty, maintained under past

conditions. I should be willing, for my own part, to do all I could in securing the establishment of a good book store where there is not one, where it is commercially possible to maintain one. Where it is not, it would be a good thing to let the library sell the books. I am greatly impressed with the argument as to the advantages of a book store in a community where it can be maintained. So it seems to me that there is not very much difference of opinion among us, after all, as I dare say those who spoke this morning would not object seriously to the distribution of books for sale through the libraries, where there is no hope of having a local book store. As to the amount of discount under this new arrangement, I am entirely in accord with Mr. Dewey in wishing that the Association might present whatever are the views of the Association. On the subject of the amount of discount that we ought to have, I should hardly feel that the booksellers were treating us right in this country if they should follow the custom of the German publishing trade and refuse any discount at all; and it is a question whether the ten per cent. which they propose to allow under this new system is enough. I have advised our library committee to express a hearty readiness to accede to the proposed arrangement, to take the ten per cent. discount, and we have given our adhesion to it. Perhaps that was somewhat hasty, before the librarians in general had an opportunity to act; but I do not believe anything very different from that will be the attitude of the librarians at large. We might in time, for example, make it fifteen per cent., but I am sure that could not be done at present. I am heartily in sympathy with the movement that will make it possible to have a good book store, which I believe every librarian would like to have in his place.

W. M. PALMER: I wish to say just this: Of course in the lack of time that was accorded me, it is difficult to say all that can be said on the subject, and explain the by-paths, and so forth; but, as I intimated at the introduction of my paper, I simply stated what I said as facts, and while we wish a great many things to be different, we realize that they cannot be reached in a certain direction all at once. In order to bring the bookselling business to a basis which will enable the bookseller to live, some reform had to take place.

The publishers have seen fit to institute the reform which has been outlined to-day. When I spoke this morning, for instance, of the fact that some librarians ordered books for friends and others at the discounts which the library and they themselves received from the booksellers, I did not wish to impute any wrong motive to the librarian in doing that. It is a matter within the knowledge of the booksellers, and the booksellers wink at it. I do not think there was any element of dishonesty in it, because the bookseller who sold the book to the librarian knew it was again to be sold to some friend of the librarian.

R. R. BOWKER: In offering a resolution, I wish to say just a word or two. I had not expected Mr. Dewey to make an argument in favor of the public library, for certainly there would be no disagreement on that point in this room. Where he went further and suggested that the salaried librarian should become the commercial bookseller, I think and I hope that there are few to follow him to that length of argument. As to the Booklovers' Library, of course that is not at all in analogy with the public library, and I want to take this opportunity to call attention to what seems to me an admirable use of the Booklovers' Library scheme, so long as it can hold out. Mr. Carr has told me that he has looked upon the Booklovers' Library as a very useful overflow or safety-valve for the public library. When thirty-five people come at once and want "Quincy Adams Sawyer," and a librarian sees that the two copies that could be put on the shelves would not meet the demand, he would say to himself "I cannot rightly spend the money for thirty-five copies," and therefore he would say to the thirty-three, "You can go to the Booklovers' Library and get these new books just when you want them." So this library may be a relief to the librarian who is conscientious in the spending of his money.

The resolution which I now ask to move is that the Council be requested to appoint a committee on relations with the book trade, to which this question shall be referred.

The resolution was carried.

The general session was then adjourned, and there followed a Round Table meeting on

THE WORK OF STATE LIBRARY COMMISSIONS.

(See p. 171.)

## SEVENTH SESSION.

(FOUNTAIN SPRING HOUSE, WEDNESDAY  
MORNING, JULY 10.)

President CARR called the meeting to order at 10 a.m., and after local announcements by the secretary called upon the tellers to report upon

## ELECTION OF OFFICERS.

The result of the balloting was announced by the secretary as follows:

*President:* John S. Billings, 103.

*1st Vice-president:* J. K. Hosmer, 103.

*2d Vice-president:* Electra C. Doren, 104.

*Secretary:* Frederick W. Faxon, 104.

*Treasurer:* Gardner M. Jones, 105.

*Recorder:* Helen E. Haines, 105.

*Trustee of Endowment Fund:* Charles C. Soule, 81.

*A. L. A. Council:* M. E. Ahern, 101; E. H. Anderson, 104; Johnson Brigham, 104; John Thomson, 104; H. M. Utley, 105.

The president then announced that the Association would be glad to hear from Mr. PUTNAM, as chairman of the

## COMMITTEE ON RESOLUTIONS.

Mr. PUTNAM: The Committee on Resolutions has suffered the usual embarrassments of committees on resolutions. It has been compelled to abstain from expressions which might seem hyperbole, and from designating by name many services that prefer to remain anonymous.

It is the custom of certain associations to make acknowledgment to those speakers on the program not members of the conference. That is not customary with the A. L. A. Had it been, I should have had a special pleasure in proposing an acknowledgment to Professor Ely for his presence and paper yesterday. It is no slight compliment to the Association when a thinker and writer so eminent as Dr. Ely is willing to lay his views before it. It is, in a sense, a greater compliment when his views prove unfavorable to some undertaking which the Association is inclined to approve. It implies that our action may be important, and therefore our judgment worth convincing. Could the Association convince Dr. Ely, great advantage indeed might result. For should a selected list of books in economics

be undertaken with helpful notes—I will not say “evaluations,” or “appraisals”—but helpful *notes*, Dr. Ely's aid would be one of those first sought.

The resolutions follow:

## REPORT OF COMMITTEE ON RESOLUTIONS.

*Resolved*, That the American Library Association, in concluding a meeting that has been one of the most largely attended and most successful in its history, desires to express its hearty obligation to the various committees and individuals who have made considerate arrangements for its comfort, and in many an agreeable incident acted as its hosts. In particular:

To the Wisconsin Free Library Commission for its efficient general arrangements for the conference;

To the Citizens' Executive Committee and Women's Clubs of Waukesha, for the attractive drives about the city, for the pleasant evening reception at the Fountain Spring House, and for various attentive courtesies;

To the members of the Methodist Church of Waukesha, for the use of the church for the public meeting on July 4;

To Senator A. M. Jones, for the opportunity to visit Bethesda Park and enjoy there the concert given by him complimentary to the Association;

To the trustees, librarian and staff of the Milwaukee Public Library, for the opportunity to inspect the library under most favorable conditions, and to the junior members of the staff for the appetizing refreshments served in connection with the visit;

To the resident librarians of Madison, the Forty Thousand Club, and various citizens, for the drive through the city and delightful parkways of Madison; to the resident women librarians, the Madison Woman's Club, and the Emily Bishop League, for the luncheon which was provided so substantially for the great company of visitors; and in general to the chairmen and members of the several local committees representing the state, the city, and various institutions and organizations, who contrived so excellently for the accommodation and enjoyment of the Association in its visit to Madison.

The Association deems itself fortunate indeed in having held its meeting within reach of two achievements in library architecture so notable as the library buildings at Madison and at Milwaukee.

The Association would add its appreciation of the endeavor of the management of the Fountain Spring House to convenience in every way the business of the conference; and its obligation for the special provision made by the management for its entertainment on two evenings of the conference.

The Association is aware that in addition to the hospitalities which it has enjoyed, many have been proffered which could not be accepted without injustice to the affairs of business which were the proper purpose of the conference. It desires to record its acknowledgment of these also, and of the kindly consideration of the hosts who in deference to this purpose have been willing to forego inclinations which it would have been a generous pleasure to themselves to have carried into effect.

HERBERT PUTNAM,  
J. C. DANA,  
MARY WRIGHT PLUMMER, } *Committee  
on Resolutions.*

The report of the committee was unanimously adopted by a rising vote.

President CARR: This report having brought to a conclusion the general business of the

Association, I may perhaps be permitted just a word before we dissolve this general session, which is to be followed by a round table meeting in this room. The chair can only say to you that he appreciates more than he can express, even had he more vigorous and full command of language than he possesses, all that has been done by members, officers, chairmen of committees, one and all, to aid in the transaction of business and in the success of this conference. The chair also wishes to congratulate you upon what you yourselves have done to make this meeting a happy one, and trusts that it may long be remembered by us all, and that we may all long continue to work together in the A. L. A.

Adjourned at 10.30 a.m.

### COLLEGE AND REFERENCE SECTION.

THE College and Reference Section of the American Library Association was called to order in the parlors of the Fountain Spring House at 2.40 p.m. on July 6, Mr. W. I. FLETCHER being in the chair.

The program was opened by an address by the chairman on

#### SOME 20TH CENTURY LIBRARY PROBLEMS.

The 20th century is undoubtedly something of a fad already with public speakers. I should hesitate to speak of 20th century problems in library work were there not a special justification for noting chronologic epochs in connection with the modern library movement. It was almost precisely at the middle of the century that this movement took its rise in the passage of the first public library laws in England and in New England. And again it was at the very middle of the last half century, in the year 1876, that this Association was formed and the *Library Journal* started. (I may be excused for merely alluding to the fact, parenthetically, that Melvil Dewey graduated from Amherst College in 1874.) And now at the very beginning of the new century the library movement receives an enormous impetus from the benefactions of Andrew Carnegie, not only in themselves multiplying and increasing libraries, but serv-

ing as a great stimulus to towns and cities and states as well as to individuals, so that his indirect contribution to the cause of libraries will probably far outweigh his direct gifts, princely as they are.

The library problems of the 20th century sum themselves up in one, the problem of expansion, and we may perhaps best regard them from the point of view of the obstacles to expansion, these obstacles constituting the problems.

First, we must notice our library buildings, and admit that many of them, and most of the ideas heretofore cherished about the building of libraries, present such an obstacle. When we note that since the plans were drawn on which nearly all of our most recent large library buildings have been erected, three new ideas in library administration have come into general acceptance which must powerfully affect library construction, we can but feel that great foresight and wisdom are needed to erect libraries that shall not very soon be obstacles to proper and necessary expansion. These three new ideas are, first, access of readers to the bookshelves; second, children's rooms, and third, the distribution of books through schools, branches, delivery stations, home libraries, and inter-library loans, this third new idea involving



provision for business offices, packing rooms, etc., unthought of formerly. To meet not simply these new ideas, but others with which the new century is pregnant, care must be taken that great sums of money, leaving the securing of more for a long time hopeless, are not expended on structures in which instead of provision for expansion we seem to have provision against it.

Another obstacle to expansion is found in elaborate systems of shelf-marks connected with systematic schemes of classification, representing carefully arranged subordination and co-ordination of the parts. For two things are certain: first, accepted classifications of books rapidly become obsolete, and second, no library will long be content with an out-of-date arrangement. Especially will my successor, or yours, be sure to feel the necessity of signaling his accession to office by introducing what is in his day the latest classification. And in this he will be right. Now, if we have a fair sense of our duty to our successor, which is merely an extension forward of our duty to the library itself, we shall be unwilling to tie the library by an intricate notation to a present system of classification. I think we must take more pains than is done by either the Decimal or Expansive schemes to provide a somewhat elastic notation. I regard the classification of the University of California Library as the best (available in print) for libraries of our class, because it employs designations which indicate mere sequence of classes. A little thought will, I am sure, show you how this is true. At any rate, a little experience in attempting more or less reclassification with, for example, the Decimal classification, will prepare you to believe that a less highly involved and articulated method of designation would be in the interest of reasonable expansion, and save such expansion from the odium of upsetting the classification. Through the logic of events forcing those considerations to the front more and more, I anticipate that the larger and rapidly growing libraries will increasingly shun all such systems as the "D. C." and the "E. C.," of which the paradox is certainly true, that the better they are made the worse they become. The scheme of numbering classes recently adopted by Princeton University Li-

brary points in this direction, while the reclassification of Harvard University Library, which has been slowly carried forward during the last 20 years or more, represents a complete departure from the idea of any correlation between classes, as indicated in the notation, the order of minor divisions being a numerical sequence easily changed or modified, while each main class bears a mark suggesting no relation to another. For example, the military and naval sciences have lately been reclassified and brought under the designation War, which may be called (to represent a certain harmony with other designations) W-a-r. The location of any main class in the library is subject to change at any time, and is known to the attendants by a chart, which may be somewhat altered to-day, and replaced by a new one with large differences to-morrow or next year. Not that such changes would be made except for real occasion, but under this system, when they are necessary they are not deferred or regarded as hopeless as they must be under any highly organized system.

Another obstacle to expansion closely related to elaborate methods of notation is found in the common practice of inserting the call-numbers in catalogs of all kinds, written or printed. When the Boston Public Library was moved into the new building it was naturally supposed that it would be completely rearranged to suit its ampler and entirely different shelf-room, particularly as much fault had already been found with its existing classification, which seemed quite outgrown. But when it is observed how the library was tied to its old numbering by an endless variety of catalogs, printed as well as written, it ceases to seem strange that it was thought best to transfer the old arrangement to the new building, with all its infelicities heightened by its new location and surroundings. And in this respect that library should serve as a warning to others to avoid, by any available means, such an entanglement. If it be asked what means of avoiding it are available, I would say that I am inclined to think that if I were starting with a new library I would try the experiment of putting no shelf-numbers or call-marks in any catalog, but rather have a key by which they could be found by

means of the accession numbers which alone would be given in the author-catalog.

I can only refer hastily to one feature of library expansion which is coming in with the new century, and which has to do with the catalog. I mean the introduction of printed cards, and would say that I look to see these work a revolution in library methods. If we can procure at low cost an indefinite number of these cards for each book we shall come to use them in many ways, as, for example, the accession record, the shelf list, bulletins and special lists, and charging cards. For the latter purpose they would have the advantage of absolutely identifying the book.

I am sure I have said enough to set you thinking, and I hope when time is given for discussion you will freely express your thoughts.

J. T. GEROULD read a paper on

#### DEPARTMENTAL LIBRARIES.

(See p. 46.)

W. P. CUTTER read a letter from R. C. DAVIS on the

#### RECLASSIFICATION OF THE LIBRARY OF THE UNIVERSITY OF MICHIGAN.

I am conscious that this report of our adoption of the Decimal classification is, as far as I am concerned, premature. I look upon the work in its present state as just from the broad-axe or the saw-mill. There is planning to be done and sand-papering. Except to discuss now and then some fundamental principle in classification, I have had little to do with the work. Other duties, which I must necessarily perform, have occupied every hour of my time. I am hoping that now the rough part of this work is off our hands, I can make a readjustment of the work in general that will give me time next year to participate in the finishing process. The history of the matter is very brief. Our old fixed location had become impossible, and a point was reached where it was necessary to begin at once with whatever movable method we might adopt. I had been at work for some time on a substitution of relative markings for fixed ones, which would, without any change of classification, set our books free. This was interrupted by sickness at the critical time, and it was determined to adopt the Decimal

classification as the most generally used and the most susceptible of modification. Also, my assistants, on whom the work would fall, were familiar with this method, and had experience in working it. The changes that had been made were made largely in deference to the desires of heads of departments. It was not always easy to act on these suggestions inasmuch as a general adoption of them would be fatal to uniformity. In consequence some of the changes are in the nature of a compromise, and are tentative. The change now so nearly accomplished has been made economically and, considering all things, expeditiously. The credit of this is due to my assistants. They have been untiring in their industry and their management of the differences of opinion that they have encountered has been wise and tactful. Mr. Jordan, my cataloger, has made a brief catalog of the changes, which I enclose. You can make such use of this matter as you may desire at your meeting, but I would prefer that nothing go upon record. By next year we shall have the matter better digested, and I hope some of us may be present at the meeting to discuss it. It is a subject which has a perennial interest.

In the absence of W. W. BISHOP, J. I. WYER read Mr. BISHOP's paper on

#### SUGGESTIONS FOR AN ANNUAL LIST OF AMERICAN THESES FOR THE PH.D. DEGREE.

(See p. 50.)

After the reading of Mr. Bishop's paper there was some discussion in regard to the great desirability of having published each year a list of the dissertations presented to American universities. On the motion of Dr. B. C. Steiner it was resolved that a committee of three be appointed by the chair to consider the question of the section taking steps to secure such an annual list. Mr. Fletcher appointed Dr. B. C. Steiner, W. M. Smith and C. W. Andrews to form the committee.

Mr. A. G. S. JOSEPHSON wished that a complete bibliography of university theses could be made.

The chairman announced that the election of officers for the next year would take place, and called for nominations.

Mr. Josephson nominated Mr. A. S. Root for chairman. Mr. Root was elected. Dr. Canfield nominated for secretary Mr. W. M.

Smith, and Mr. Smith nominated Miss Emma A. Hawley. Mr. Smith was elected.

After the election there followed a general discussion of the topics presented during the afternoon, those receiving special notice being classification, notation, the use of call numbers, department libraries and university theses.

In the discussion Mr. FLETCHER said:

My thought about dispensing with shelf-marks in the card and other catalogs (not really my thought, for I had it from one of our leading librarians, who has not, however, put it in practice himself) is that the great difficulties connected with the changing of shelf-marks in catalogs when books are reclassified may be avoided by placing on the card only the accession number (in case of a set the accession number of the first volume), and then maintaining a key, consisting of a book closely ruled in double columns, where for each book in the library the shelf-mark is written in pencil against the accession number and changed whenever the book is renumbered. Such a scheme could not be satisfactorily applied in a library where the looking-up of the shelf-mark is involved in the calling for books in most cases. I am prepared to favor it only where (as is now the case in our own library) a majority of the calls for books are made orally and answered by the attendant without reference to shelf-mark. In our case these calls amount to seven-eighths of all the calls, and in addition to this it should be said that at least one-half the books drawn under our open-shelf system are drawn without any "call" at all, so that we may say, that if we had the "key" system it would come into play for perhaps one-sixteenth of the books drawn. In libraries of moderate circulation like our college and university libraries, and (for all but certain classes which are most used) even in the large public libraries, it seems to me that the key plan may work well. Of course the key if subjected to constant use would be difficult and expensive to maintain, owing to wear and tear. We should not fail to observe that three separate and distinct features of modern library progress are each and all working against the necessity, *i.e.*, tending to minimize the necessity, of shelf-marks in the catalog.

These are, first, the open-shelf system; second, minute classification and alphabetical arrangement in classes, and third, book-card charging systems. Without enlarging upon these points, I would like to suggest them to you as worthy of consideration.

Mr. HODGES described briefly the classification of the scientific books at Harvard. First, the serial publications of the broad learned societies, the societies taking cognizance of all branches of learning, are brought together arranged alphabetically by country and city. Secondly, the general scientific serials and the special scientific serials, however published, are arranged in a group; the general coming first, the others following according to subject, astronomy, mathematics, physics, chemistry, natural history, zoölogy, botany, etc. When suggesting the separation of the serials in pure science from the handbooks at the very outset of his work at Harvard, Mr. Hodges urged that the serials constitute a record literature to which the investigator must refer when carrying on original work, while the handbooks are used by the pedagog when preparing for his classwork. The general designation for the learned society group is L. Soc.; for the scientific serials, Sci. The handbooks on physics are in a group designated Phys.; the general treatises by Phys. 357-360. A treatise published in 1892 is marked Phys. 358-92; another of the same year, by Phys. 358.92.3.

Mr. ROOR said: It may possibly have interest in this connection to note that the catalog of the University of Göttingen, which was established about 1750, has the feature which has been mentioned here as characteristic of the Harvard system. The books are grouped in large classes with an abbreviated heading, with minute sub-classification. Just when this system was introduced I do not know, but I suppose it to have been in use a hundred years or so, which I judge to be a longer life than Mr. Fletcher is willing to allow to the D. C.

Interesting remarks were made by several others, notably Mr. Andrews, Dr. Steiner and Dr. Canfield. It is to be regretted that the revision of their remarks has not been received in time for publication.

OLIVE JONES, *Secretary*.

## CATALOG SECTION.

THE Catalog Section of the American Library Association held two meetings in connection with the Waukesha conference.

## FIRST SESSION.

The first session was held in one of the parlors of the Fountain Spring House, on the afternoon of Tuesday, July 9. The chairman, ANDERSON H. HOPKINS, called the meeting to order.

It was *Voted*, That the section waive the formality of registration of members preliminary to voting.

It was *Voted*, That the chairman appoint a nominating committee of three, to report at the close of the session. This committee was appointed as follows: Miss Sula Wagner, Mr. Jones, Mr. Roden.

A. H. HOPKINS: When the round table session on this subject was held last year its object was, of course, to find out whether there was a demand for a section of this kind. We found it out pretty soon. Now we have the section. Then came the question, when I was asked to assume the chairmanship for one more year, of how it might best be occupied. It seemed to me for a time that perhaps the best plan would be to go to the opposite extreme—from having been informal last year—and have set papers, especially as the Association had decided not to take stenographic reports of the meetings. However, a change came about in my views when the interstate meeting was called at Atlantic City last March. A meeting was held there of the Publishing Board's committee on rules for a printed card catalog. The members of that committee were at that time all of the opinion that no better plan could be followed for this year's meeting of the Catalog Section than to have another discussion similar to that of last year, but confining the talk chiefly to knotty points which they met in the course of their work. That has been done; but there have been added a few questions which have come to your chairman in the course of the year from persons interested in the section.

The Publishing Board, in taking up the task of producing printed cards, found that widely

divergent practices must be shaped so that they would work together. To this end they appointed a committee of seven and set them the task of producing harmony among the jarring elements of practice in all the libraries of this country, barring none. The head of the catalog department of the Library of Congress was made chairman of this committee; and, as you know, this great library and its chief, to whom we all turn so gladly, are lending their cordial support to the project, and realization now seems near at hand.

Now what do we want? We want an arrangement whereby any one may be able at a reasonable cost to get accurately made and well printed cards for any book at any time. This and nothing else will do. (Applause.)

The members of the Committee on Rules thought this session could not be better occupied, as I said before, than in a discussion of certain points, met by them in their attempts to produce a workable scheme which would meet adequate support, it having at that time become evident that the enthusiasm so manifest at Montreal had largely evaporated; probably because it had not been made clear that the proposed plan was really a workable scheme. Some of these points the chairman of the committee and myself have selected and graded roughly into three classes, and I will lay some of these before you.

One of the chief troubles is going to lie between the 32 and 33 size cards. Let us hear from you on this subject, if you have anything you wish to say about it.

Mr. FLETCHER: Perhaps those present may be interested to know something about the 32 and 33 card from the point of view of the Publishing Board. The Publishing Board has been supplying the 32 or 33 size card as required by subscribers for cards for current books. I cannot speak authoritatively, but I think the board is nearly prepared to say that in future, if these cards are prepared at the Library of Congress and distributed from there, it will be found very much the wisest plan from the beginning to use only the 33 size. It has not been declared impossible at the Library of Congress to print the cards in

such shape that enough could be cut off to make the card a 32 card; neither has it been decided by the board that it is not worth while to try earnestly to bring that about; but the present impression, I think, is that the 32 size will have to be left aside in the co-operative work. If there is a strong sentiment here to retain the 32 size card, let us hear of it now.

Mr. BOWKER: Couldn't Mr. Hanson, of the Library of Congress, give us a report on the letters they received there in regard to the size of cards used? And let me emphasize this thought, that in coming to a uniform system we must approach as near uniformity as possible. It is impossible to meet all the variances of cards in the several libraries, but we must look towards drawing all the using libraries into as close uniformity as possible. And I think the prevailing practice is shown best by the statistics which I believe Mr. Hanson has with him.

Mr. HANSON: The statistics Mr. Bowker refers to I have not with me. As I recall the figures there are something like 19 out of 100 that use the 32 card.

Mr. ANDREWS: I have Mr. Putnam's figures. I was astonished to find the percentage that were using the larger card. Out of 185 reporting 138 used the 33 card, 38 used the 32 card and only 19 (true those 19 are the older, better established and larger libraries) used odd sizes.

I will take occasion to ask Mr. Hanson to answer another question on this point. I had an interview in his company last winter with the representative of the Harvard Library, which uses the smaller card. We then came to a satisfactory compromise, and I am surprised to hear Mr. Fletcher say it is all in the air. It was understood that the Library of Congress wanted for its subject headings, and we wanted for our subject headings, a sufficient amount of space, and that they were not willing to print below the punched hole. That leaves exactly the width of the 32 card in the center of the 33. And the proposition agreed to by all of us in this conversation was to print the 33 card with the broad margin above and never go below the hole, so any library that wanted to could buy the cards and cut them down on both top and bottom and have

a 32 card. It was understood to be satisfactory to all the 32 users that I consulted, including Harvard, the largest, I believe, of them all. It is that point that I would like to ask Mr. Hanson to report on—whether he now feels that he must go higher or lower than the lines we then indicated.

Mr. HANSON: I don't feel it absolutely necessary; in fact we are following out the measurements laid down by the Publishing Board now. I have in my hand two cards—the title runs over on the second card at considerable waste of space, as you can see. But the printers have their measurements which provide for cutting away the space above and below to accommodate the 32 card. But I believe it is going to be objectionable, in the end, when it runs over on the second card. That is the only objection I can see.

Mr. FLETCHER: I should like to have Mr. Andrews state whether this card, if it has to be cut down at the top as well as at the bottom, will allow room for headings?

Miss BROWNE: Instead of having to print a second card I don't see why we can't print the 33 card; then if the 32 card libraries want it in their catalog why can't they transcribe the extra line or so by hand on a second card and cut off the bottom. In nine cases out of 10 it would not make any difference. In one case in 10 where they would have to transcribe on the second card, is there any reason why it could not be done?

Miss DOREN: I am not a user of the 32 card. The only objection I see, if I were to use it, would be that perhaps I should have to pay a little more for my card than those that use the 33 card, and it would make the catalog a little more bulky.

Mr. ANDREWS: Talking with Miss Crawford it was evident that the Dayton library wanted a broad margin for analyticals and headings above the print in the 33 card. That is exactly what we want. We don't want it as much as they do, but I want to emphasize the necessity for a broad top margin. That is the point which makes it desirable for 33 people as well as for 32.

Miss DOREN: I did not understand the question as referring to analytical headings. We do want those above all things, and if we are to use the card at all we need the broad

margin at the top. Our use of the card depends upon having a broad margin at the top.

Mr. BOWKER: I should like a show of hands on this point. Are those present, whether 33-card or 32-card people, of the opinion that, after dropping the heading so as to leave ample room at the top to permit the 32 card to be cut out from the 33 card, as stated by Mr. Andrews, it would be better to run the type down farther than the hole, if necessary, on either side, and then cut and recopy for the 32 size, or to make a double card both for the 33 and 32 size?

I suggest that the show of hands be first from those who prefer to have one card furnished for a title when possible, and then to transcribe the lower part, if necessary, for the 32 card; and then from those who prefer to have a second card wherever it is not possible to put the material on the space of the 32 card as printed on the 33 size. Is that clear?

CHAIRMAN: I believe so. It includes, however, both the users of the 32 and 33 cards, and instead of a show of hands let us have a rising vote, and give time to count them.

Mr. BOWKER: Those who are in favor of printing below the 32-card limit on the 33 card, rather than furnishing two cards to a title, please rise. 56 persons rose.

Mr. BOWKER: Those who are in favor of confining the print to the 32 size and having a second overflow card printed for the same title, please rise. 17 persons rose.

Mr. FLETCHER: I should like to call for a rising vote to learn how many would like to urge that arrangements be made by which 32-size cards can be furnished. Three persons rose.

Mr. HANSON: I cannot think of any library printing cards that would care to print any lower than the round hole. On the other hand, the library must have three-quarters of an inch at the top of the card for headings. Will that leave sufficient space for taking away from top and bottom?

Mr. ANDREWS: They accepted it by that first vote.

Mr. HANSON: Then they must punch the hole in the margin.

CHAIRMAN: Or lose the part they punch out. If you will excuse me, I will put forth a little argument of my own.

Apropos of another report I had to make some time ago, I had heard that the greatest library in this country, certainly in some respects, was changing its plan to accommodate itself to the 33 card. I wrote to Mr. Whitney, of the Boston Public Library, which as you know uses a card larger than the 33, and it is a fact that with their immense catalog running for so many years, and with so large a number of cards which they cannot now cut down to the 33 size, they have found it advisable so to modify their plan for titles henceforth that the cards may be cut down to the 33 size on reprinting the old titles. Here is the letter, the report from his cataloger. [Mr. Hopkins here read the letter.] If they do not think it likely that ultimately they will use the 33 card why should they take all that trouble? Now, the problem they had to deal with was 10 times more difficult than that which the users of the 32 cards have to deal with. All you have to do with a 32 card to make it a 33 size is to paste it on something big enough and provide space to hold it. With such evidence as this before us why should we fret ourselves to provide a 32 card when the change to the 33 can be so easily and so cheaply made?

Mr. BOWKER: May I add a word which Dr. Billings said to me? He said that he preferred a printed catalog card to a written catalog card any time, without reference to any question of uniformity. So he was actually replacing his written catalog cards with the Library of Congress cards or Library Bureau cards. I think that there is growing in the great libraries a desire for some general method which will supply printed catalog cards.

CHAIRMAN: Is there any further discussion on this topic? If not we will pass to the next.

*Notes and Contents.* I read from the official report made by the Committee on Rules to the Publishing Board: "The position of the collation and series note to be on a separate line immediately after the date and preceding other notes." Now we cannot take up the whole question of notes, nor the question of the minority report which Mr. Hopkins was asked to submit; but the question I would submit to you is this: Is not the contents note really, logically, sensibly, a part of the

title? Is it not actually, in almost nine cases out of ten, more important than the title itself? If it were not, would it not be nonsense to print the contents note? If it is so, why separate the contents note from the title by other relatively unimportant matter? Has anybody anything to say?

Mr. HANSON: It seems to me it would be well to say here, collation is used for pagination, illustrations, maps, plates, etc., and size. That is the imprint, as we have for convenience's sake called collation; and the idea is that this information is to be paragraphed, on a separate line, so as to set out the date and make the date end the line in twelve point.

Mr. BISCOE: I want to say a word on the other side. It seems to me that it would be unfortunate to put the collation after the contents, particularly where the contents are long. It would throw the collation on the second card. To find out whether you had more than one volume you would have to turn to another card. If you are looking for duplicates you want to see at once not only the author of the book, but also the number of pages, to show whether the edition is the same. And if for all those purposes you have got to turn to a second card, it seems to me it would be unfortunate.

Mr. JONES: I agree strongly with Mr. Biscoe. I think the number of volumes, size, etc., range in properly with the date, while the contents should come afterward and range in with such matter as critical or descriptive notes. Ordinarily you want those parts that I speak of first, then your contents, like any other kind of descriptive or explanatory notes.

CHAIRMAN: Mr. Biscoe's position appears at first sight very solid and plausible but there is nothing in it. The reason for this is that there is only a small class of books that will call for a contents note. I deprecate mentioning any institution, particularly The John Crerar Library, but that calls for contents notes probably as often as any, and I should like our cataloger to answer if he knows about how many cases run over on the second card.

Mr. JOSEPHSON: We have printed so far about 25,000 cards and the number of titles that run over to second cards is considerably below 1000; it is nearer 500 than 1000.

Mr. JONES: I should like to ask the chairman whether in foreign bibliographies we do not find that the data, as to volumes, size, etc.—called the collation—always come first. Should not we be setting ourselves up in opposition to other catalogers if we put the collation after the contents?

CHAIRMAN: Possibly that it so; but if we gain a truth, what then? Tradition is powerful, but it is not all. Sometimes it is very little indeed. And this is one of the cases in which I believe it is very little.

Mr. FLETCHER: I hold in my hand one of the sample cards which have been distributed, which has this arrangement. That represents what we now call the old practice, which we are proposing to depart from—Cutter's Rules say that the imprint, strictly, is place, date and form of printing; and then goes on to say that for practical purposes the imprint is considered as being enlarged so as to contain not only place, date and form of printing, but also publisher, number of pages and number of volumes. It seems to have been agreed some time ago by the Committee on Rules and the Publishing Board that it was wise to bring back the imprint to the old idea of giving the place, date and form of printing and publisher. It was also pretty generally agreed that form—or size as we now call it—number of pages and number of volumes, and anything else that might describe the book from an exterior point of view, should be called collation—we have not exactly agreed it should be called that—and that this should be put in a statement by itself in smaller type, after the title and imprint, the imprint being printed in the same type as the title and even completing the line the title ends on. Now the question is whether that line of smaller type should be printed immediately after the title and imprint or whether it should follow contents; that is to say, whether contents (called "contents" and not "contents note") should not be attached immediately to the title—which is Mr. Hopkins's idea, I understand, as he thinks logically it belongs there. The card I have in my hand has contents occupying four lines, because while it is one volume it contains four different lectures. That brings before us the "contents note" and the other notes. Now I

understand the new proposition is that the collation should follow the contents note, but precede other notes.

CHAIRMAN: The thing I want is that the contents note should follow the title. I called it "contents note" merely because it appeared in the smaller type with the other note.

Mr. FLETCHER: I wish to express my preference in accord with Mr. Jones and one or two others, that the collation note should continue to occupy the place it has always occupied, of immediate juxtaposition with the imprint, and other notes should go below.

CHAIRMAN: In explanation, permit me to take the floor again —

Mr. BOWKER: Has not the officer of The John Crerar Library given the best argument for placing the collation before the contents? Mr. Josephson has told us that probably the number of cards including contents would be less than three per cent. Why should we not follow the old practice and let the cataloger and the public continue to use the usual thing?

Mr. JOSEPHSON: I did not say how many cards give contents notes, but how many titles need more than one card.

CHAIRMAN: That is the strong point. It is not three per cent. nor anywhere near it. Those cards that ran over were not all contents notes. The actual number of contents notes that run over is very small indeed. And moreover, you have this bibliographical note on every card. You are going to put it between the contents note and the title every time.

Mr. HARRIS: I would like to ask what proportion of cards have contents notes at all.

Mr. JOSEPHSON: I don't think I can answer that. It is between ten and twenty-five per cent.

Mr. HARRIS: The point I was about to make was that I think it is well to sacrifice something for the sake of uniformity, for the aid of persons who consult the catalog; and as Mr. Josephson says only fifteen to twenty-five per cent. of the cards have contents notes, in seventy-five per cent. the collation would immediately follow the title. And therefore it seems to me it is desirable not to have the contents note follow the title.

A show of hands was called for.

CHAIRMAN: Before we have the show of

hands, may I say one thing more? I don't believe that most of you that have not been using these cards know how useful the contents note is or what it is for. It is to furnish your analyticals. If you want to analyze a volume of essays, for example, your contents note does it all for you with just a little bit of clerical work when the cards come in. You have fifty items that you would like to represent in your catalog, and the card does it all for you. It is costing you one to three cents instead of fifty or sixty cents.

Mr. L. P. LANE: I have learned a good deal since I have been in the Boston Public Library by observing the practices which that library has departed from. I know the library did in times past print contents and have an entry designed to fit one particular item of contents and then underline that item on the card. That has been found so unsatisfactory that when we now recatalog anything and deem any item of contents worthy a separate entry we catalog that item separately and print a second card.

Mr. ANDREWS: If the Library of Congress will do this we do not care for many contents notes. I didn't understand the Library of Congress proposed to print analyticals, but rather to print contents notes; that they, and most of the libraries that print cards, found their economy on this point. But it is really the Library of Congress that must be consulted as to the desirability of many contents notes.

Mr. HANSON: That has been one of the perplexing questions with us in printing cards. We do use the contents as analyticals to some extent, underscoring the particular item on the heading given. But where an analytical is what we catalogers call an imprint analytical, that is, with separate title and pagination, we find it more economical to print a separate card for that title. In other cases and where we find it very inconvenient to use the contents card, we print analyticals.

CHAIRMAN: My own opinion is that it is best to put the collation at the end. It is easiest found there. The thing I want to see is to have it go below the contents. I want to say one thing more. The reason you think more than one per cent. consult the note is because you are librarians. Take your popu-



lar libraries, and they deserve to be considered, how many readers are going to look for that note?

MISS CRAWFORD: I am somewhat undecided in mind between the two standpoints. It seems to me that the contents, from the nature of the case and from the accessibility of the catalog, belongs rather at the top. I believe you are right when you say that ninety per cent. would use the contents first, rather than the bibliographical note. But the critical notes and any other general information should come right next to the contents.

MR. JONES: I wish to repeat that "collation" is a bibliographical description of the book; if you want to describe a book or to order from a bookseller you turn to that data. Collation, it seems to me, comes naturally after the title, and I still hold that to separate it from the title is not in accord with the general bibliographical practice of the world.

CHAIRMAN: As many as are in favor of placing contents note immediately following the title, please rise. Three persons rose.

CHAIRMAN: As many as are in favor of placing contents note after collation, please rise. 52 persons rose.

CHAIRMAN: The next question is a recommendation from the committee: "*That a column be set aside in the Library Journal for notifications to libraries of decisions on doubtful points; e. g., 'Kate Douglass Wiggin should not be changed to Riggs; or, Automobiles should be classified . . .'*"

In other words, that a kind of department be created, when the Central Bureau is created, for giving librarians throughout the country a notion of how these matters are to be treated. What is the opinion? Is there any discussion? If not we will go on to the next point.

A MEMBER: No discussion means that we agree to it, I understand.

CHAIRMAN: I suppose so. If it doesn't you should say so quickly.

A MEMBER: Does this recommendation say *Journal* or *journals*?

CHAIRMAN: *Journal* is the word used. The *Library Journal* is the official organ of the A. L. A. Probably if the committee had gone beyond that it would have been exceeding its province.

*"The committee earnestly recommends that the practice of giving dates of birth and death be used extensively. It is convinced that a very large share of the work has already been done and may be easily obtained for the use of the Central Bureau. Expressions from various members of the committee have shown a great readiness to assist in this."*

MR. MERRILL: I would like to inquire whether that means that dates shall be given only to distinguish men of the same name or whether they shall be used in every case.

CHAIRMAN: It is not designed that the use of dates be intended only for distinguishing writers, but it is urged that dates be given extensively.

MR. BOWKER: Doesn't that mean that the dates should be used where the authors are not of the same names?

CHAIRMAN: Yes.

MR. BOWKER: In the case of living authors, is it intended to give date of birth if possible?

CHAIRMAN: Yes.

MISS BROWNE: At the Boston Athenæum for years they have been giving those dates on their cards, and now they are scratching them off.

MR. BOWKER: Does anybody know why?

MISS BROWNE: I believe they consider they are not as desirable as a means of distinction as some phrase might be, and so they scratch off the date and give, for instance, "Henry James, *Novelist*; Emerson, *Essayist*."

MISS WAGNER: How would they classify William Morris?

A MEMBER: Or Andrew Lang?

CHAIRMAN: The next question is the following recommendation of the committee: "*The committee recommends that the Central Bureau prepare a biographical card giving the fullest form of name, dates, official and honorary titles and degrees, membership of academies, etc., and all forms of names and pseudonyms used.*"

MR. FLETCHER: I suppose the idea is to prepare a biographical card for each author for whom any card is issued. I don't know exactly how it should be worked. I want to call your attention to the fact that the Advocates' Library of Edinburgh tried this in preparing the first two volumes of their catalog; and when they got the two volumes printed

they concluded it was too expensive, and gave it up. I wonder how many libraries would advocate that the Library of Congress shall furnish us cards, not only for the books, but whenever an author comes for whom they have not furnished such a card that they shall furnish us a biographical card, which we shall pay for? I do not understand that the Library of Congress is preparing such a card now. It may be worthy of discussion whether we want such a card prepared.

Miss AMBROSE: It seems to me a card of that kind would be extremely helpful in smaller libraries that are limited in biographical books.

Mr. JONES: I would suggest that in the case of authors for whom we most need those facts, new authors, the facts would not be available. Could we have a copyright note by which each author should furnish the desired facts?

CHAIRMAN: Mr. Hanson could answer that, perhaps.

Mr. HANSON: I have familiarity with copyright authors that many librarians do not meet with, but whom we must have information about to distinguish from other well-known authors of the same name. We have a method of getting at them through the copyright records, and we write them, sending a blank, and occasionally ask them to give information of their other works. That is put on a preliminary card, and before every new author such a biographical card is inserted. I believe this is an old practice, used in many libraries.

Mr. BOWKER: The Publishing Board would like a show of hands on how many libraries would like such a biographical card. At first sight this struck me as a most valuable suggestion. It would, of course, cost the extra half cent or cent—whatever it might be—for the card; on the other hand, it might be of great value to the reader. I suggest that we have a show of hands, not *pro* and *con*—simply *pro*.

Miss VAN VALKENBURGH: I am especially interested in this, because we tried such a card in our library. We thought an information card was going to be a desirable thing. We tried it for about two years, and we found it was very little used indeed for biographical

purposes. People wanted more information than we could give on a biographical card. Of course it is very desirable to differentiate authors of the same name.

Miss AMBROSE: Have those cards a distinct purpose, as of assisting the catalogers aside from the public?

Miss VAN VALKENBURGH: From the standpoint of a cataloger who has done it, we didn't find it useful to us. It was more work than help.

Mr. BRETT: Wouldn't it be more valuable to the small library than to the larger library? A great many of the smaller libraries haven't time to look up authors. It seems to me it would be of value in our library.

Mr. ANDREWS: I think those cards would be of use not only to small libraries, but to readers in larger libraries. I do not say, though, that I think it was the purpose to print a card for every author. If the heading used on the Library of Congress card gave all the information desirable, I don't see any use of printing it again. I hope the proposition will be put in three forms: Those who want such a card for every author; those who only want a distinctive card in cases where distinction is desired; and those who do not care for such a card at all.

CHAIRMAN: As many as favor such a card for general use, please rise. 16 persons rose.

CHAIRMAN: As many as favor such a card for distinctive purposes only, please rise.

Miss VAN VALKENBURGH: If we are going to have the same material on the other cards we won't need it here.

One person rose.

CHAIRMAN: As many as do not care for such a card at all, please rise. None voted.

CHAIRMAN: We have still another of these topics: *"The committee recommends as strongly as it can the importance of placing the subject headings and classification numbers (D.C. and E.C.) on the bottom of the card."*

Miss BROWNE: These subject heading are simply suggestive. If any cataloger has already started with, for example, "Birds" instead of "Ornithology," he can simply go on as he has begun. The same way with the D.C. and E.C. numbers. There are certain ones

that perhaps are absolute; others are suggested to go in one place, but would go perfectly well in three or four other places; you take the one that fits in with your scheme; if you have no scheme you can use the one that is suggested.

Mr. FLETCHER: The Committee on Rules has recommended this, and unless objection is presented here this meeting might endorse this recommendation.

W. M. SMITH: I don't see how these marks could be put on without preliminary classifying.

Mr. HANSON: If the work is done at the Library of Congress, of course the book has to be classified, and it is very easy to translate any classification mark into either D.C. or E.C. It would be an additional cost, of course, to print two or three headings at the bottom of the card, but it has to be done.

CHAIRMAN: In other words, the work has to be done for the Library of Congress.

Miss KROEGER: The subject headings are the most expensive part of the catalog. It would be a mistake to leave off the marks.

CHAIRMAN: A show of hands is called for. As many as favor recommendation of this rule, please rise. 70 persons rose; contrary, none.

Mr. BOWKER: I would like to say a word upon the question which was raised of printing certain matter in the *Library Journal*. While the *Library Journal* is technically the official organ of the A. L. A. it would seem desirable to send such material to all the library periodicals, and I should suppose that it would be understood that the committee might so do.

CHAIRMAN: In the formal report of the committee to the Publishing Board the same plan of numbering is followed that was followed in the last issue, or edition, of Cutter's rules, of the A. L. A. rules. A number of changes, additions, excisions and emendations have been made. I will read the first.

"1a. Enter books under surnames of authors when ascertained, the abbreviation *Anon.* being added to the titles of works or editions published anonymously."

Now the question has been raised since, by a member of the committee, and it was desired that it be placed before this section for de-

cision, If the heading of an anonymous book is always bracketed is it necessary to add the abbreviation "*Anon.*" to the end of the title?

Mr. JOSEPHSON: It sometimes happens that an author signs his name at the end of the preface. In that case the name is not on the title-page, and should be bracketed on the heading. We have to distinguish those from the really anonymous books in some way. You have to do one of two things, either put the abbreviation "*Anon.*" or the full word "*Anonymous*" on the top line, or, as we do in The John Crerar Library, put a note at the bottom.

Miss CRAWFORD: It has been my experience that the word "*Anon.*" at the end of the line is sometimes confusing to the reader and brings up all sorts of questions, and is taking space that might be needed for something else. I do not see its value, and sometimes it is positively misleading. The bracket expresses all that is of real use, and it doesn't matter whether the author's name appears in some other place in the book; at any rate it was not on the title-page. The brackets tell that, and I don't see the use of the abbreviation.

Miss WAGNER: I don't see that the public are interested in brackets or in the word "*Anon.*" It is for the public that the card is being made, I understand.

Mr. JOSEPHSON: When I spoke I went on the supposition that the title entry would, as is now usual, give the title only and omit the author's name from the title. But if, as I hope, the Publishing Board will decide to have the title-page copied exactly, giving the author's name in the title as it is done on the title-page, then you don't need to distinguish the anonymous authors from those who have signed in any other place than the title-page, except that in the former case you put a bracket around the name. As to the objection that the public is not concerned with the brackets, that may be true; but the librarian is very much concerned with knowing whether a book is published anonymously or not. I should like to have instead of brackets a footnote, telling "published anonymously" or "signed at the end of title-page" or "signed at end of the book."

Mr. FLETCHER: I would like to call atten-

tion to one or two things. In the first place, many popular libraries might like to have extremely simple cards. They will have to realize that they must take a good deal of information they do not want if they are to take the cards made for all libraries. Mr. Josephson's idea is a good one, that technicalities shall be avoided in favor of good, plain English notes. "Anon." is obscure to a great many people, while "published anonymously" is pretty plain English. If such a note follows it is not necessary to use any brackets.

Mr. JOSEPHSON: I rise to suggest that we should discuss the question of *size notation*.

Mr. FLETCHER: What we have to consider here is whether this meeting would favor one method or the other in size notation; and a consideration of that question might be largely affected by the further question, Is either of these methods to be followed for the printed cards? If you should be told that in all probability neither of them would be followed, it would prevent a good deal of waste of time in discussing one as against the other. We have two old methods that are mentioned in the reports. The third method, which finds a great deal of favor and which may be adopted by the Publishing Board, is that the size notation shall be represented by a mark giving the absolute measurement of the book, perhaps in centimeters, perhaps in inches and fractions.

Mr. HANSON: These three questions came before the committee at the meeting at Atlantic City; one was to give the fold symbol, as is used all over Europe and in the larger libraries of this country; the other was to give the letter symbol adopted by the A. L. A. in 1877; the third, presented by Mr. Hopkins, was to give measurements in centimeters of the letterpress and of the page—not of the binding. A minority report was submitted by Mr. Currier, Miss Kroeger and myself urging the fold symbol. Mrs. Fairchild, Mr. Cutter and Miss Browne are the majority, because I understood Mr. Hopkins to stand with them.

Miss KROEGER: Mrs. Fairchild was undecided, saying she was inclined to the exact measurement in centimeters; Miss Browne and Mr. Cutter voted for the old letter symbol; so there was no majority of the com-

mittee. Mr. Hopkins's vote was for the exact size. It was left with the Publishing Board to decide.

Mr. HANSON: The report is for the figure, but with a strong predilection of the members who signed it towards exact measurement, providing that should be adopted by the Publishing Board. Three of us argued in favor of the fold symbol. There were too many reasons argued, one that the great majority of readers in this country were familiar with the figure; the 4to, 8vo and 12mo gave them the size of the book; and that the majority of libraries used that rather than the letter. The other was in favor of uniformity. We found that the fold symbol as a measure of height, not in the old sense, was advocated by the Prussian, the Italian and the French university libraries and others. But if the Publishing Board should decide to adopt size measurement in centimeters I do not believe there is anyone of the committee who will insist very strongly on the retention of the one or the other.

Mr. HARRIS: I think that bibliographically it is a mistake to take the old fold symbol and apply it to size notation. It is not size—it represents form notation. It is much simpler to give size in inches or in centimeters, whichever you prefer, rather than to use the symbol which denotes fold.

L. P. LANE: It was said that the fold symbol was now almost never used to indicate the fold. In the Boston Public Library we use it to indicate the fold for foreign books and old books. We also use the same symbol in the case of American books to indicate size. There is considerable dissatisfaction with the practice and some of the cataloging staff would prefer to give the size in inches. How would that apply to books not in the condition in which they were published? Also I should like to ask whether it might not be possible where the fold is easily distinguished, to give both size and fold.

Mr. HANSON: That is really the practice of the Prussian university libraries.

Miss BROWNE: My thesis for defending the size letter is that 25 years ago the A. L. A. thrashed this matter all over and decided on the size symbol. Mr. Bowker has used that letter symbol from that time on. Miss Kroe-

ger found a very large proportion of the libraries using the letter symbol; library classes are teaching the letter symbol. My chief objection to the fold symbol is that we are making one sign serve two uses, which I think is always bad.

Mr. JOSEPHSON: If the Library Association 25 years ago decided to use one symbol or another symbol, that is no reason why we should do so now. The objection to using the fold symbol to denote size is, among other things, as Mr. Lane suggested, that you need it in case of old books to tell the fold. The only rational designation of size is by centimeters, or inches, if you prefer. There is of course one difficulty in using accurate measurement in centimeters, if you have a book that has been bound and cut down. But that can be overcome, I think, by letting the measurement mean letterpress and nothing else. In ordinary cases you know about how wide a margin is if you know the side of the letterpress; it is always a certain proportion. You don't need the size to tell on what shelf the book is put, because that is given by the call number. So in order to find a book you don't need the size notation; you need it to see what size the page is. It is a purely bibliographical notation.

[Mr. Hanson here read rule for size notation for books "notable for age or rarity."]

Mr. BOWKER: In the days of our youth, in fact almost as soon as we were born, this Association, as Miss Browne has indicated, adopted the letter symbol; and it seems to me that the reasons that operated for the choice of the letter symbol are stronger now than they were then, because the symbol has in the meantime come into quite general, if not universal use. The Association at that time had a phrase to indicate size. The objections to the old fold symbol still remain, and I think one very strong one has been stated. It is not only that the numerical system of 8vo, 12mo, etc., has ceased to mean what it originally meant and is confused with measurement size, but that it is used in England and America with utterly different meanings; and that difference continues. That is to say, the English use crown octavo and post octavo and two or three names for 12mo, in such a way as to cross our use of the word 8vo and 12mo

and make a double confusion. I feel very strongly, for one, that the method of breaking over from the octavo and duodecimo, etc., the figure designation, into a definite and accurate letter designation was a very ingenious and very useful move. It is difficult to get general adoption of a modification of that sort, but the adoption has been quite general, and to me it would seem a very great retrogression to go back to the old figure symbol; we had better adhere to the A. L. A. notation of 25 years ago and custom since, and give a symbol which is in no sense confusing or misleading, following that, if you please, with the actual size measurement in centimeters.

Mr. RODEN: I understand, of course, that we cannot legislate upon the subject, and possibly our discussion will not influence the legislature. At the same time, as a representative of a popular library in the middle west, I cannot help but regard with apprehension the small but insidious innovations which these rules seem to display. Mr. Josephson has said measurement is a bibliographical detail; in popular libraries it is a gratuitous detail. It could very well, as the chairman suggests, be placed at the end. In the public I am dealing with I should say the old fold symbol is most commonly used and means most. It occurs to me that a combination of fold and letter symbols might be used. I suggest this as a little concession to the popular library, and it is the first I have heard this afternoon.

Mr. JONES: An objection to exact measurement is, that so far as the greater mass of books that we have to deal with are concerned, it is not very important whether they are a few centimeters larger or smaller, and such books are often rebound in such a way that if we have an exact description our copies do not correspond. I agree with Mr. Bowker that the symbols adopted by the A. L. A. 25 years ago are sufficiently well known by people who are handling books to be recommended as a system to be adopted.

Miss KROEGER: I have been teaching in the library school according to A. L. A. measurements, yet it has always seemed to me somewhat absurd. None of the publishers have adopted it; I suppose the newer libraries have. The replies received to the questions sent to

the various libraries last June, except for the newer libraries, indicate that the majority are using the fold symbol, and they would like to know why, if the letter symbol is such a good thing, the publishers are still marking their books 8vo, 12mo and 4to. The fold symbol means more to the mass of the people than do the letters O or D.

Mr. BOWKER: If I remember correctly the *London Bookseller* is giving the exact size and measurement now.

Mr. HARRIS: Many literary and critical journals give the size of all books recorded in inches.

Mr. BOWKER: The Publishing Board is extremely interested in getting the feeling of those here on the question. I want to suggest that when it comes to the rising vote or show of hands, we take a somewhat complicated vote: those who are in favor of the present A. L. A. letter; those in favor of returning to the fold (I mean not in the usual sense); those in favor of exact measurement in centimeters; those in favor of a combination of letter symbol and centimeter; and those in favor of the fold symbol and centimeter. The board wants all the information it can get.

CHAIRMAN: I will ask Mr. Bowker to state the first proposition.

Mr. BOWKER: Those in favor of the letter symbol, the present A. L. A. method, please rise. Twenty-four rose.

Mr. BOWKER: Those in favor of returning to the fold symbol, the 8vo, 12mo and 4to please rise. Ten rose.

Mr. BOWKER: Those who prefer a designation of actual measurement, please rise—with the understanding that those voting for this will then vote their preference as to either inches or centimeters. Seventeen rose.

CHAIRMAN: Your next proposition, Mr. Bowker.

Mr. BOWKER: Those who would prefer centimeters if exact measurement should be adopted, please rise. Thirty-two rose.

Mr. BOWKER: Now those who would prefer inches if an exact measurement were adopted. Three rose.

CHAIRMAN: As many as are in favor of the exact measurement coupled with the A. L. A. symbol, in case there is to be a combination—

letter and exact size—please rise. Thirty-two rose.

CHAIRMAN: Now those who would prefer the combination of exact size with figure symbol. Sixteen rose.

Mr. JOSEPHSON: We might have another vote on whether the size should mean letterpress or book.

CHAIRMAN: Before this is done I want to call attention to the effect of binding after cataloging. If this scheme is going to take in foreign books, and you are going to get cards promptly, a large share of the books will be cataloged before they are bound. If a good binder does his work conscientiously and as it should be done, if you give the page you will have a more satisfactory measurement.

Mr. HANSON: I have looked into this question recently, and I find, where libraries do measure in centimeters they measure the paper. If the book is bound they measure the outside cover, for the reason that when the unbound book is trimmed down for binding what is lost is regained in the binding. I have found no instance yet where the practice that is advocated by yourself, the measurement of the letterpress, is followed in actual work.

Mr. JOSEPHSON: Let all those who want an exact measurement of the letter-press please rise. Two rose.

Mr. JOSEPHSON: Now those who want size to mean the outside of the book. Fifty-five rose.

Mr. BOWKER: I think it might clarify things if we take the vote of those who favor the use of the symbol alone as against those who favor the use of the symbol and exact measurement in centimeters.

CHAIRMAN: Those who favor the use of the symbol alone as against the combination of symbol with measurement please rise. Twenty-three rose.

Mr. BOWKER: Those who favor combination of symbol with exact measurement, please rise. Fifteen rose.

Mr. BOWKER: If there is no other business I wish to move the very cordial appreciation of the Catalog Section of the admirable report which has been presented in such detail by the advisory committee of the Publishing Board. *Voted.*

Mr. BOWKER: Mr. Hanson, as chairman of the committee, I have great pleasure in conveying to you and to your associates this appreciation, which I know is most thorough on the part of all here.

I would also like to move a vote of thanks to the chairman for his admirable presiding during the session. *Voted.*

L. P. LANE: I move that the program committee be requested to assign a time before the end of the conference when there may be a continued meeting of this section; and if such a time be found, that when we adjourn we adjourn to that time. *Voted.*

CHAIRMAN: Let me announce again that at the close of this session the secretary, Miss Van Valkenburgh, will be ready to begin the registry of persons who express themselves as willing to become members of this section.

Mr. ANDREWS: I would call attention to the fact that under the by-laws, if the section wants to, it can adopt rules restricting membership; if it doesn't adopt rules any member of the Association may be a member of this section. It is a question whether we wish to confine this section to catalogers.

CHAIRMAN: It is an important point or might easily become an important point. For the ordinary run of affairs it would be a matter of no consequence, but it may be that this section will sometime wish to promulgate some proposition and a little logrolling might vote it down. What does the section wish to do in this matter?

Mr. WINDSOR: I think we can safely leave it open to all who are interested in the subject of cataloging. I don't see that there is anything gained by leaving out anybody who is interested in the work.

Mr. JOSEPHSON: I move that a vote on this question be postponed. *Voted.*

Mr. HANSON: In the points that were outlined last year for discussion at this meeting there were a great many details; we have not reached a fifth of them. May I ask catalogers to get copies of the rules recommended by the Committee on Rules and look them over and communicate with any one of the members of the committee—Mr. Hopkins, Miss Kroeger, Miss Brown or myself. It would be of the greatest assistance to us.

[Miss Kroeger objected to giving out

copies of the rules, because they were incomplete.]

CHAIRMAN: I think we have no right to make a general distribution yet, to do so would perhaps exceed the province of the committee; but we might lend copies to those who want to look them over.

I will now call for the report of the *Committee on Nominations.*

[The committee reported the names of Mr. Hanson, of the Library of Congress, for chairman, and Miss Mary E. Hawley, Chicago Public Library, for secretary.]

Mr. HANSON: I am the chairman of the advisory committee and we have a great deal of hard work before us. I would ask the section to accept my resignation. I really do not feel I can give the time necessary to make this section a success at the next meeting.

CHAIRMAN: There are no rules governing us, Mr. Hanson, but I beg that you do not insist on this, or if you feel you must resign that you do so between now and the next session.

The names submitted were unanimously elected, and adjournment was taken subject to call of chair.

#### SECOND SESSION.

The second session of the Catalog Section was called to order on Wednesday, July 10, ANDERSON H. HOPKINS presiding.

CHAIRMAN: The matters that were of first importance to be brought before the section were discussed yesterday. At the same time there are other things that I am sure would be interesting; and perhaps you would prefer to bring up your own topics, and each present something you would like to talk about.

Miss WAGNER: Is the Y. M. C. A. question proper for discussion?

CHAIRMAN: I believe that question was received; please read it, Mr. Hanson.

Mr. HANSON (reading): Young Men's Christian Associations, mercantile library associations and the like are to be entered under place. That is 1 i 21 of the rules suggested.

Miss WAGNER: It is our practice to put the Y. M. C. A. under Y. M. C. A.; Y. M. C. A., Boston; Y. M. C. A., New York; instead of putting it under place. There is a separate association which has a distinctive being and the local associations are branches. It seems

this is much more logical, and where the public would expect to find reports of the Y. M. C. A.

Mr. HANSON: I wish to state in support of Miss Wagner's contention that Mr. Cutter in his new edition, which is now in manuscript, was rather in favor of changing his rule, which reads as this one does. He has always advised entering under the place; but he was now inclined to enter under Young Men's Christian Association, not only for the general association of the United States, but for the associations of the various states. A majority of the committee, however, seemed inclined to enter the local Y. M. C. A. under the place, on the ground that 99 per cent. would look for Chicago Y. M. C. A. under Chicago, Philadelphia Y. M. C. A. under Philadelphia, rather than under Y. M. C. A.; and that the same was true of the mercantile library associations.

Miss CRAWFORD: Was any argument brought forth to substantiate that statement that nine-tenths of the people would look under the local name?

Mr. HANSON: No contention, except that it seemed to be the general experience.

Miss CRAWFORD: It seems to me if the committee would correspond with public libraries there might be some change of opinion on the matter.

Miss WAGNER: I find that Chicago enters Y. M. C. A. under Y. M. C. A., as the St. Louis Public Library does.

Miss CRAWFORD: The logical thing has always seemed the fair thing in this matter—to ask one's self the question, Has the organization a national existence? And if so, to enter it under the generic name. The Y. M. C. A. has a national existence, which is more important as a governing body than any one of the local associations. And the same is true of other organizations. If they have no national organization, then I enter them under the local name; but if there is a national association, then I enter under the generic name.

Miss AMBROSE: Would you follow the same reasoning for entries under Methodist Episcopal church, or would you put them under the place? It seems to me the same reasoning would apply.

Miss CRAWFORD: I shouldn't wish this logical process to supersede the better rule of entering under the best known form. And I think in the case Miss Ambrose mentions the best known form would be the locality.

Mr. HANSON: Miss Wagner's question has launched us into the center of the most difficult problem of all—that is, corporate entry, entry of societies and institutions. There is an underlying principle which governs our distinctions, I believe. There is a distinction to be made between societies, and to some extent institutions; societies, including royal academies, which are societies, to be entered under the first word not an article; on the other hand, institutions, galleries, museums, libraries, etc., which generally have buildings and are affiliated closely with the place, to be entered under place, unless they have other distinctive names—that is to say, names from persons or geographical locations. That principle would to some extent affect the Young Men's Christian Associations and mercantile libraries.

Miss CRAWFORD: Would that override the other rule of entering under the best known form? Would the institution entry override the principle of entering under best known form?

Mr. HANSON: That rule we have not formulated. We have not considered as broad a rule as that—entry under best known form. We have tried to lay down some rule that should govern entry under place and entry under name; and what we are really trying to get at is best known form.

Miss CRAWFORD: I appreciate that, and there ought to be some ground on which to make exceptions. I think your distinction between institutions and societies is a good one. Is not the Y. M. C. A. a good case to make an exception?

Mr. HANSON: Yes, that is the 21st exception, is it not, under the rule? The general rule is, "Enter societies under the first word not an article or serial number, of its corporate name." Then there are 22 exceptions, and we began with the 21st.

L. P. LANE: I don't know whether the practice of the Boston Public Library is of interest, but personally I incline to the views Miss Crawford has expressed. The Boston



Public Library strives to use the corporate name where there is a corporate name, carrying that practice, I think, to an extreme degree, so that they enter Chamber of Commerce under Chamber of Commerce, so and so. I understand under this rule Chamber of Commerce would be entered under the name of the place.

Mr. HANSON: Yes. We propose to enter all boards of trade, all chambers of commerce under the name of the city or state.

Miss KROEGER: That comes under rule 119: If a body's name begins with such words as "board," "corporation," "trustees," enter that part of the name by which they are usually known.

Mr. HANSON: This will be very helpful to the committee, because it shows that in the case of exception 21 there is a strong sentiment of entering it under name instead of under place.

Miss CRAWFORD: Would you make that same application to mercantile libraries? It seems to me in that case the place is what people would look for, just as they would for a public library.

Mr. HANSON: Yes, personally I should feel disposed to give in on the Y. M. C. A. question, but not on the mercantile library.

Miss WAGNER: The mercantile library has no general organization. If you enter the local Y. M. C. A. under the city you are forcing the people to look in perhaps 30 or 40 places.

Mr. BISCOE: Is it the purpose of the author arrangement to show what the library has on Y. M. C. A.?

Miss WAGNER: It is the purpose to show what the library owns under the authorship of the Y. M. C. A. And to find that you force the person to look into as many different places as there are Y. M. C. A.'s represented in your catalog. The person who comes to your catalog wanting to know what Y. M. C. A. publications you have has a right to find them in one place.

Mr. HANSON: He could always find it by cross-reference under the general Y. M. C. A. to every local Y. M. C. A. represented in the catalog. The contention at the meeting of the committee was that in a great majority of cases a man is interested in a particular Y.

M. C. A. If he comes to study all Y. M. C. A.'s the catalog must make provision to help him.

CHAIRMAN: I am one who maintains the thesis that no one has a right to expect to find everything pertaining to Y. M. C. A. under Y. M. C. A. in the author catalog.

Miss WAGNER: It seems to me in the author catalog you have a right to expect to find what the author has written, therefore you have a right to find what the Y. M. C. A. is responsible for.

Mr. BISCOE: Why isn't it the same thing to expect to find out everything about the Episcopal church under "Episcopal church"? Isn't every branch of the Episcopal church a part of the general Episcopal church?

Miss WAGNER: The answer in our library would be that nobody asks for that information, as they do for the Y. M. C. A.

CHAIRMAN: Are you sure the reason they ask for the Y. M. C. A. in that way is not because you catalog it that way, and they have learned to look for it there?

Miss WAGNER: My answer is that for the last seven years we entered Y. M. C. A. under place. The change was made in agreement with the demand at the issue desk.

CHAIRMAN: That is just the kind of thing we want to find out.

Miss CRAWFORD: Under 1112 what would you advise regarding the Carnegie libraries which in large numbers have assumed the name Carnegie since the endowment of the building? Would you give them all as Carnegie libraries of so-and-so, or would you still preserve the form showing the library was supported by the city in which it was? For example, Pittsburgh Carnegie Library and Atlanta Carnegie Library—introducing the word Carnegie right after the city? Or would you advise putting the word Carnegie for all of these libraries?

Mr. HANSON: I have not had to deal with that question. I should think they would be entered under the name of the city, and then if you want to bring the entire Carnegie record together you can make a second entry.

CHAIRMAN: This raises the question whether or not the designation "Carnegie library" is an official one. If it is not, then it is a name

which has come up by common consent, and it seems to me that nothing but time would enable us to determine exactly how it should be treated; the conservative thing would be to use the name of the place.

Miss AMBROSE: I would like to hear an expression of opinion—it is the same principle in three different places, 114, 115 and 116—as to entering professional schools, libraries and observatories separately if they have distinctive names separate from the corporations that they belong to.

Mr. HANSON: I think it would be better to enter the colleges of American universities under the name of the university. It is an easy rule to follow and a rule that has been followed in American libraries. On the other hand we have peculiar cases—the medical schools, for instance, which have distinctive names and are often situated a hundred miles from the mother school. "College libraries and local college societies under the name of the college, but the Bodleian library may be put under Bodleian. Intercollegiate societies and Greek letter fraternities under the name." I think all will agree with that. 116, "Observatories under the name of the place, except that those having distinctive names are to be entered under that name. Refer for university observatories from the university." I personally think that is unfortunate; I would prefer to see university and observatories under university. For instance, for Washburn observatory I would say, "Wisconsin university, Washburn observatory."

Miss CRAWFORD: Under 1 h 1, "Enter Government bureaus or offices subordinate to a department directly under the country not as sub-heading under departments." Is it proposed to invert the name of the bureau or office so as to bring the distinctive name to the fore or let it read in its natural way?

Mr. HANSON: The practice of inverting has been followed, I think, in the majority of American catalogs. We have not as yet inverted our headings. We are printing them in the order in which they read, as "Bureau of Education"; but that does not mean we may not arrange entries under United States, *Education*.

L. P. LANE: It seems to me it would be most desirable to harmonize the practice of

the Superintendent of Documents with the Library of Congress in this matter. In the "Comprehensive catalogue" there is this inversion, and it seems to me it has been very judiciously done. In the present practice of the Boston Public Library, however, it is not done.

Miss AMBROSE: I should like a definition of the word "local" in 1120.

Mr. HANSON: 1120: "Purely local benevolent or moral or similar societies under the place."

Mr. CUTTER said that he had more trouble with this rule than with any other. He had, in fact, I believe decided to enter under name, not under place, but it seems during the discussion he changed back to the old rule.

Miss KROEGER: That was in deference to the majority vote. Mr. CUTTER's opinion favored entry under name.

Mr. HANSON: His reason seemed to be that those referring to these local societies were the citizens of the place where they were situated and they sought the name of the society. If the people in other states, using other catalogs, were looking for the societies, they would not remember the name. In fact, the only thing that remains in one's memory is the name of the place, and one naturally would look under the place for it.

CHAIRMAN: As I understand Miss Ambrose she raises the question how large a locality might be meant—whether it should go to the limits of a county or a state. I should have supposed it meant a narrower locality and would apply to a city or town—a vicinage.

Mr. JOSEPHSON: Perhaps it might be well to let the word "local" mean here what it means in "local geography"—anything belonging to the state—not taking in towns.

I should like to bring up 1 k: "Enter commentaries accompanied by the full text of the work under the name of the author." And then exceptions only when the text is not to be readily distinguished from the commentary. We have a good many cases where the text is particularly short—a text of from four or five or ten pages—and then comes a commentary of several hundred pages. It seems absurd to catalog a text of five or ten pages accompanied by a commentary of five or six

hundred pages under the name of the author of the text.

Miss KROEGER: That is provided for in the rule. "Except when the text is distributed through the commentary in such a manner as not to be readily recognized or is insignificant as compared with the commentary." That is designed to fit just such cases.

Mr. HANSON: There is another rule, on laws, 1 h 3: "Laws on one or more particular subjects, whether digested or merely collected, to be entered under the collector or digester, with added entry under country."

I think that is a departure from the present practice, which has been to enter New York laws on state taxation under New York, State Legislature, and secondly under compiler or collector.

Miss AMBROSE: If you had a compilation of road laws of Illinois, you would put that under the compiler first and secondly under Illinois State Legislature?

Mr. HANSON: Yes.

L. P. LANE: Under 1 h and 1 q I would like to ask whether a proclamation by the king of England would be put under England, or Great Britain, King, or under Edward VII.?

Mr. HANSON: We enter such publications in two places; the official proclamations or edicts under the name of the country with a subdivision for king or sovereign, and then their private publications under their names.

Miss CRAWFORD: 1 j: "Enter a periodical under the first word, not an article or serial number, of its title."

What is the judgment of the committee upon newspapers? Should they always be entered under the first word of their title, or would it be better to enter under the name of the place?

Miss KROEGER: We consulted Mr. Fletcher about the rules, and he suggested this very point, bringing up the question of newspapers. And we have a rough draft of a rule to enter newspapers under the name of the place, putting the name of the place in brackets and not in the title. 1 j also brings up the question as to whether it is to be under the first word of the current title or of the original title.

Miss GRAHAM: 1 i 15: "Exhibitions under the name of the place where they are held."

It would seem to me that in the case of the Pan-American Exposition, that should be first, rather than Buffalo. Also the Columbian Exposition.

Mr. HANSON: I think a majority of the expositions in this country have specific names. In the discussion of the committee I think Mr. Cutter proposed the rule as follows: "Enter under the name of the place in case of expositions, always making a cross-reference from the special name of the exposition, if it has one." In all cases it would be necessary that the cross-reference should be made from the special name by which it is known—as the Cotton States, Pan-American, World's Columbian.

CHAIRMAN: Is there anything more to say on this subject? If not, Miss Graham, you might bring up that question you spoke to me about this morning.

Miss GRAHAM: The matter Mr. Hopkins refers to was regarding the revision of the "A. L. A. catalog" of the 5000 best books. We feel the need in small libraries, and I think the need is felt where libraries are trying to organize, for a revision of that catalog. We all use that in small libraries when making out lists of standard works. There are many of them out of print. If we could have a revision of that catalog on printed cards it seems to me it would be a great help in the work of library extension as well as to smaller libraries which have little cataloging force—where the librarian has to be cataloger.

CHAIRMAN: I thought perhaps enough would be interested in this to raise the question in such a way that the Publishing Board would take it up. It may be cards are in existence that might be reprinted for this work.

Miss AMBROSE: There is a supplement to this catalog just about ready to come out. Would that include new editions or simply new books?

Mr. FLECHER: The matter has been put off to such a large extent that the State Library at Albany has undertaken to publish this supplement; but it has been delayed. They intend to print it for their own state use, but allow the Publishing Board to distribute it to other places. As to a revision, I do not know whether it has been undertaken. I think that the original edition was not electrotyped, and

that there are no plates existing to reprint it from.

CHAIRMAN: I will read a question from the Hartford Public Library on the arrangement of author, editor and translator in a card catalog—whether to be put in one alphabet or arranged separately?

Miss CRAWFORD: That hits upon a very practical experience which we had in Dayton. We arranged the works of an author under the author's own works; then the author as editor; and then author as joint author; and then the author as translator; alphabetizing by the word which happened to follow the name of the author at the top of the line. We tried that for three or four years, and at the end of that time we ourselves in our own use of the catalog were so continually running up against our own arrangement as a thing which we never used and which was a constant blunder to us that last year we set about rearranging all the authors so as to bring them in one alphabetizing order by the first word of the title, regardless of whether it was as author, editor or compiler. Of course when translator or editor of a specific person's work, that entry was placed after the others.

Mr. FLETCHER: That is our practice, after having used the other for some time. We now undertake to put all the works of an author in a general series, whether he is author, or editor, or collector, or whatever it be, if the work is significant as his work. We put those all in one alphabet, as if there was no such addition after his name, and then we put at the end the two notes which are in the nature of cross-reference. If a man is translator of somebody else's work we cannot very well put those in as his works. Everything else we put in one series.

Mr. PERLEY: In the library of the Institute of Technology, of Boston, we arranged the authors, joint authors, translators and editors all in one common alphabet. It seems to me in a library of this kind such an arrangement is especially good, because the public patrons of the library never seem to take very kindly

to distinctions, however interesting they may be to the librarians; and it happens very often that the American translator is a good deal more important to the American reader than the original author from whom it was translated. And in the same way a joint author may take equal rank with the author in the main entry.

Miss CRAWFORD: I O: "Enter under highest title unless family name or lower title is decidedly better known." Will you keep the title in the vernacular in all cases? For example, will you always say "Fürst von" instead of the English form, and "Graf von," etc.?

Mr. HANSON: There is a varying practice as to that. I will say for the Library of Congress, where they are purely titles of honor or minor noblemen, we use the vernacular; but we have found it advisable for kings, in fact for sovereigns, to use the designation king, emperor, pope, etc., in English.

Miss KROEGER: Has anything been said about entering sovereigns and popes in the vernacular or English form? The rule says, "May be given in the English form."

Mr. FLETCHER: I think we should generally feel, as Mr. Cutter expresses it in his rule, that this is a matter of progress; and before long our library committees will not tolerate "Henry" instead of "Henri" for king of France, or "Lewis" instead of "Louis." We are in a transition stage, and this "May be" means that it is considered allowable while we are in the transition stage to use the English form instead of the vernacular. But give names of sovereigns in the vernacular. The same thing is true of names of cities. Some librarians are leading us a little and giving Wien for Vienna.

Mr. PERLEY: It seems to me the use of the English form would largely depend upon the length of the custom. I think for the names of the Italian cities which have been given common English names since the Middle Ages we are justified in using the English forms, and the names of persons in the same way.

Adjourned without day.

## SECTION FOR CHILDREN'S LIBRARIANS.\*

THE A. L. A. Section for Children's Librarians held two sessions during the Waukesha conference. In the absence of Miss Annie Carroll Moore, chairman of the section, the chair was occupied by Miss L. E. STEARNS, who presided as honorary chairman.

## FIRST SESSION.

The first session of the section was called to order at 2.15 p.m., Friday, July 5.

The secretary read a communication from the chairman, Miss Moore, who extended her cordial greeting to the Children's Librarians' Section, and expressed regret that she was unable to be present. She also expressed her satisfaction that the meetings should be conducted by one whose contributions to the work of children's librarians, both by the pen and the power of her magnetic personality, have been so far-reaching in their influence. Miss Stearns' paper given at the Lake Placid conference, 1894, she believed to be one of the most important contributions to the development of work with children, as it set people thinking and talking, and stimulated activity along the lines indicated. In regard to the establishment of a separate section of the A. L. A., Miss Moore said: "It is most encouraging and gratifying to feel that we have the support of those whose interest in library work for children precedes our own, and whose wise counsel may be counted upon in considering the problems which have arisen out of a practical experience.

"It has been the chief object in the construction of this first program to define certain phases of our work in order that we may proceed with a clearer vision of its significance and with a better idea of how we are to accomplish the results at which we seem to be aiming. It is hoped that succeeding meetings may be rich in profitable discussions of practical problems, but let us plan our programs with the utmost care, that we may gather a body of matter which shall prove valuable for the future as well as enlightening in the present.

\* This report is from notes furnished by Miss Mary E. Dousman, secretary of the section.

"Most hearty thanks are due to all who have assisted in the making of the program, and to those who have volunteered to carry it to a successful issue.

"We feel especially grateful to the librarians at large who have so generously responded by the preparation of papers, or by participating in the discussions, to this special claim of ours upon their time and thought."

The secretary read a statement regarding

## THE CLUB OF CHILDREN'S LIBRARIANS.

At the A. L. A. conference in Montreal in 1900 an informal meeting was held for the purpose of personal acquaintance and co-operation among those actively engaged in library work with children.

As a result of this meeting an organization was formed, to be known as the Club of Children's Librarians, of which Miss A. C. Moore was made chairman, and Miss M. E. Dousman secretary. In order to facilitate the work of the club it was decided to divide the work into departments, each department to be in charge of a chairman appointed by the chair.

The secretary of the club was instructed to inform the secretary of the American Library Association of the formation of the club and to offer its services in the making of the program for future sessions on library work with children, if so desired.

The result of this proposition was that at a meeting of the executive board of the A. L. A. it was voted that a section for library work with children be established, providing such section be acceptable to the officers of the Club of Children's Librarians. The section was accepted, and the program for the same was submitted by the officers of the club to the program committee of the A. L. A.

The establishment of a section devoted to work with children, as a result of the efforts of the club, is a matter of congratulation for all those interested in this branch of library work. Special thanks are due the chairman, Miss Moore, for her unremitting efforts in making the program for the sessions helpful

and inspiring. Thanks are also due chairmen of committees for their zeal in collecting valuable material and for the presentation of practical and suggestive reports.

In view of the establishment of the Section for Children's Librarians, which makes possible the thorough treatment of children's library work, it seems desirable that the Club of Children's Librarians be no longer continued, its special purpose being accomplished; at the present meeting of the section it is hoped to perfect its organization and outline its plans for the coming year.

The first paper of the session was by Miss CAROLINE M. HEWINS, and in her absence was read by Miss HELEN E. HAINES. It dealt with

BOOK REVIEWS, LISTS AND ARTICLES ON CHILDREN'S READING: ARE THEY OF PRACTICAL VALUE TO THE CHILDREN'S LIBRARIAN?

(See p. 57.)

The subject was discussed by Miss HAINES, who said:

Miss Hewins' criticisms and deductions are so sound that there is little to add to what she has said, except in the way of assent. The children's librarian who relies only upon what she can find in print to tell her what she ought to think about children's literature, leans upon a broken reed. In general, reviews in this field are valueless, owing to lack of discrimination and of good taste, and to indifference. The reason for this is the unimportance of the subject, from the standpoint of the average reviewer or literary editor. Miss Hewins has stated with entire fairness the conditions that control reviews of children's books. Christmas time—the "rush season"—is practically the only time when they are given attention, and then owing to the great mass of review copies to be handled, notices are most inadequate. Indeed, most of these notices are evolved from material supplied by the publisher with the book—the trail of the publisher is over them all.

There is not yet among children's librarians a sufficient "body of doctrine"—critical judgment, knowledge of books—to produce satisfactory library lists. Such lists are too often made up from hearsay, or through selection from other lists, which is almost

always unsatisfactory. The most prevalent and serious defect in these annotated library lists is the use of too many words which mean nothing. In this work especially "the adjective is the enemy of the substantive." Even the Carnegie list, excellent as a whole and probably the best of the kind yet published, is crude in some respects, and would stand pruning. There is too frequent use of such phrases as "a wholesome book," "a cheery tale," "a children's classic," and there is too great a preponderance of American books, of commonplace "series," of books in what may be called the public-school rut. As an example of "what not to do" in book annotation, extracts may be given from a recent annotated list of children's books, which included the following:

Warner, S. The wide, wide world.

Miss Warner is one of the best friends a young girl can have as chaperone into the delightful kingdom of romance.

Weyman, S. The house of the wolf.

A modern English version of a curious French memoir written about 1620.

Church. Three Greek children.

Mr. Church is an accomplished restorer of the antique, and has a keen discrimination for points appealing to child-like magnetism.

Cooper. The spy.

A story founded upon fact. The same adventurous causes which gave birth to the book determined its scenes and its general character.

It will be seen that not one of these annotations conveys an idea of subject, quality, or treatment, while in two of them at least it is evident that the annotator knew nothing at all about the book.

Articles on children's reading are in general either sentimental or prejudiced, and they are not of direct practical use to the children's librarian. Reading such articles, however, is interesting and often suggestive. Their best feature is the hints they now and then give of some book or class of books that has pleased children, and that the librarian does not know or had not thought of.

Turning to specific points in Miss Hewins' paper, one is inclined to question the stringent criticisms of the "Pansy" books, the "Prudy" books, "Editha's burglar," and the like stories, that certainly do delight many

children, though they may not be of a high literary plane. Nor do I believe in children's books carefully "written down" to their audience and never rising above their comprehension. "Words-in-one-syllable" books are obnoxious to a right-minded child. It is a good thing to be given now and then what is above our comprehension. What we don't quite understand holds a strong fascination. Nor do I believe that the "horrors" of the old fairy stories are particularly harmful—the thrills they impart have a subtle charm, and most children delight in "horrors." The difficulty is to steer between what is vulgar and coarse or trashily sentimental on the one hand, and the limiting of a children's collection only to "pretty-pretty" stories, innocuous but utterly without character or variety, on the other. Such a collection should be made as broad, as varied, as catholic as it can be, including old books, English books—Miss Yonge, Miss Shaw, Miss Strickland—not just current and American books.

In conclusion, the most important thing is to know the books themselves. This could not be possible for the librarian of a general collection, but it is possible, and ought to be indispensable, for the librarian of a special class of literature. A children's librarian can make herself familiar with the literature suitable for children, and should do so. Personal familiarity is better than all "evaluations" by other people. There should be a constant interchange of criticism and experience among those working in this field—it is as yet small enough to permit this. This should be largely personal and individual—not brought out as a public expression—until there is developed a better basis for critical and literary discernment in this subject than now exists. The most important thing to do is not to rush hastily into print—to "educate ourselves in public"—but to set to work to know our books, and through such knowledge to establish a fund of critical judgment and experience that will later make it possible for the utterances of children's librarians to carry weight in their own field of literature.

There followed a "collective paper," in three parts, each part being treated by a special writer. It dealt with

#### THE BOOKS THEMSELVES.

In the absence of Miss WINIFRED TAYLOR Miss EDNA LYMAN read Miss Taylor's consideration of

##### I. FICTION.

(See p. 63.)

Miss LYMAN also read the second paper by Miss ABBY SARGENT, on

##### II. FAIRY TALES.

(See p. 66.)

The third paper, in the absence of its author, Miss ELLA HOLMES, was read by Miss BERTHA M. BROWN. It reviewed

##### III. SCIENCE FOR CHILDREN.

(See p. 69.)

The general subject was opened for discussion by F. M. CRUNDEN, who said that he thought it was unwise to make a distinction between the reading of boys and girls, as it tended to differentiate the sexes.

He also believed in the reading and rereading of the classics and standard literature to children as a means of checking the craving for new books which is a characteristic evil of the American adult. The best means of judging the quality of a new book was to set it in comparison with an old one that had stood the test of time, so that familiarity with, and an ample supply of, the best literature was one of the most effective ways of raising the standard of taste as regards current books. He also said that the well-brought-up child will usually choose the best himself, though wise direction is necessary, for the books he reads influence his whole life. Reading aloud to children is of great value in bringing them to love books, and too strict a grading of books by age suitability is inadvisable, as many very young children enjoy books that at first thought seem beyond them. The boy who reads the best books will not choose the worst companions.

The program of the meeting was shortened, owing to arrangements of the local entertainment committee, so that the conclusion of the discussion on this subject was carried over to the next session. Before adjournment a nominating committee was appointed, made up of Miss Linda A. Eastman, Miss Edna Lyman and Mrs. Menzies.

## SECOND SESSION.

The second session of the section was held on the afternoon of Saturday, July 6. The meeting was called to order at 2.30, when discussion was resumed of the subject

## THE BOOKS THEMSELVES.

Miss W. W. PLUMMER said:

I should much like to see tried Miss Sargent's plan for the story-hour, *i. e.*, the argument of the story being given first in the attendant's own words, followed by a reading from some good version of the original, with judicious skipping. If this has been tried anywhere, we should be glad to know of it. We have given as a problem to our class of children's librarians the selection of one or two books of Homer, of the *Odyssey* preferably, to cut and edit for reading by or to children, and have always found that what was left made an exceedingly interesting story, that it seemed might be read just as it was. But, of course, such an exercise would require an unusually good and very intelligent reader to be a success.

*Fairy tales.*

Belief, on the part of the author, at least while writing, is necessary if one would preserve the true atmosphere of the fairy story and communicate the right enjoyment to the child-readers. The fairy book in which the author tries to be "smart" and is continually thrusting in his own personality, is a failure. He must forget himself, leave the present century, and for the time be as credulous as the child himself.

*Fiction.*

The vulgarization of the child is one of the dangers we must avoid. What if the boy's father does read the *New York Journal* and the girl's mother, when she reads anything, Laura Jean Libbey? It is our business, as librarians for children, to see that by the time the child reaches the same age he shall like something different and better. And how can this be brought about if we let him steep himself in the smart, sensational, vulgar and up-to-date children's books that naturally lead to just such tastes in the adult?

We must also guard against false reasoning. Some authors whom we have probably never questioned will have to go, if thus examined. I am thinking, for instance, of a writer for girls who has been generally accepted. I ex-

amined her last book, the story of a little girl and her grandmother, apparently plain people, who moved into a summer village alongside of a family of fashionable city people. The question with the children of the fashionable family and their friends was whether they should or should not make a friend of the new girl—she was nice, but evidently not rich, not fashionable, not one of their kind. The counsel of the minority prevailed, and the children, boys and girls of 15 or 16, kindly admitted her to their circle, though not considering her their equal. How they held their breath at thought of their nearness to a great mistake when they found she belonged to a fine old family of another city, and had great expectations from the quiet grandmother! "See how it paid to be polite!" is the tacit morality of the book, which is full of the spirit of snobbery while professing to teach the opposite. It behooves us, therefore, to dip into books before purchasing or recommending. Nothing will take the place of knowing the books we handle and having our own opinion of them.

A thing we have to look out for is the intentional or unintentional imitation of the names of well-received writers, *e.g.*, the Marie Louise Pool, author of "Chums," to whom Miss Taylor refers, is not the Miss Pool who wrote "Roweny in Boston" and "Mrs. Keats Bradford," that author having died two or three years ago. The person who uses the same name, rightfully or wrongfully, writes very different and very inferior books.

At the information desk we have made lists for various classes and types of person—but very often have had to lay these aside and make a special selection for the individual, after talking with him or her. This is as true for children as for adults—the books that appeal to one person do not appeal to another of seemingly the same type. Until the proper relation be established between the child and the librarian, he cannot be influenced very much in his choice of books. Sometimes this relation may be established in five minutes, sometimes in a week, a month, or a year; sometimes it seems impossible to do it, and some other personal influence must be waited for.

People sometimes say that the children's own tastes in reading should be our guide. This is true thus far: that if a child is read-



ing books that do not seem good for him in our judgment, we should find out what it is in these books that appeals to him; then look for the same thing in books that are better written and lack the objectionable features, and both librarian and child are satisfied. Children learn a great deal by absorption, and if the children's librarian can give them the sort of plot or incident they want and, at the same time, a book from which they may absorb good English instead of bad, high ideals and a high code of behavior instead of low ones, she has accomplished a great part of her task.

### *Science.*

With regard to nature books for children, I am glad that Miss Holmes has spoken frankly and pointed out to us the dangers we incur in rushing into the purchase of a new kind of book without investigation. The taking up of nature study and the study of art in the public schools has meant a great pressure upon libraries for books which teachers and pupils have heard of, but of the merits of which many of them as well as ourselves are unable to judge. In order to have books enough to meet the demand, our temptation is to buy entire series, every book we hear of in these lines, whereas our best plan would be to get them for inspection only, invite the inspection and criticism of some scientific person, or some one conversant with art and its literature, and reject what they condemn, putting in duplicates enough of the approved books to meet the large demand. A thing we need to beware of is the stampede—the wild rush to or away from a thing without reasoning, without stopping to think, just because other libraries we know of are engaging in it. The librarian needs at such times to keep cool, brace himself or herself against the rush, and when the dust of the crowd is over think things out and go ahead. And in these lines where special knowledge is necessary do not let us think ourselves infallible or even altogether competent; let us be humble enough to take advice and information from those who have a real claim to know.

J. C. DANA said:

The papers we have heard read tell us that we can put no dependence on book reviews; that the librarian must depend on herself. How can she do it? There are no laws or rules or principles of book selection. Even if

there were, no librarian has time to read even hastily all the books for children.

If she wishes to evaluate them in the light of any possible principles she may have laid down, she finds the principles themselves very shaky. Experience is our only guide. A friend of mine much interested in psychology, and especially in the psychology of young people, and especially, again, in the influence on young people of the books read during the years 12 to 16, tells me that as a result of considerable study of nickel-libraries and news-stand story papers of what we call a poor kind, he thinks this literature is generally harmless; is perhaps even helpful; is well above the intelligence of most of those who read it; and is largely written by men and women who seriously wish to help to bring light and joy into the world. If our general opinion about these nickel-libraries is to be given a shock such as that, what may we not expect as to other classes of books, of our judgment on which at present we are quite as sure? It is distressing, the amount of work that is being done in this country nowadays even by the librarians themselves in their attempt, each by herself alone, to come to sound conclusions in regard to the value of books for children. We don't care to read these books. We read them when we are weary, we read too many of them. Our own taste, if originally good, gets perverted; our point of view gets prejudiced; and our opinions are of very little value when formed. Why not try co-operation? I suggest that you appoint a committee to formulate some scheme for securing the beginning of an evaluated list of children's books; and that this committee see that at least a portion of the scheme, enough to show us another year how it can be successfully carried on, be completed before our next annual meeting. I would suggest, for example, that this committee, in the first place, collect from members of the Association sufficient money in voluntary subscriptions to pay for postage, clerical work and printing, in beginning the evaluated list; that they then appoint some person to set in motion the machinery necessary for getting together a set of evaluations. She would perhaps begin by selecting almost at random 500 story books for young people of the ages 10 to 14. This list she would submit, in whole or in small sections, to as many active libra-

rians who are interested in children's literature, as she could get into communication with. Having secured from them opinions, she would tabulate the results of the reading of each book and compile from these opinions a brief note. She would, perhaps, submit to us at the end of the year a brief list, in type, with or without annotations, of story books for children that are not good, another brief list of story books for children that are good. Without going further into detail I think you will see that in some such way as this, we can make the reading we now do along these lines permanently helpful to one another. We can perhaps in two or three years produce a foundation list of books for young people on which we can depend; we can then continue the evaluating process for other books as they appear from year to year.

H. C. WELLMAN directed attention to the economy which would result from a printed list of juvenile books to be prepared and issued by the Section of Children's Librarians and used as a catalog of the juvenile collections in public libraries. Such a list should not only embody the joint opinion of the best authorities, but should effect a saving of 90 per cent. in the work of preparing and the cost of printing separate lists for each library. The joint lists, containing 500 or more titles, could be set up with slugs, and revised and brought down to date in frequent editions. Some simple notation could be adopted, and the juvenile books in each library numbered to correspond. Then the list could be purchased in quantities by the libraries and sold to their borrowers at a cent apiece. The result would place within the reach of even small libraries a juvenile list at an exceedingly low price, always up-to-date, and of a quality and authority which should make it superior to any similar lists ever issued.

A motion was made by Mr. PERRY that a committee of three be appointed to take action on Mr. Dana's suggestion. The motion was carried and a special committee consisting of Mr. Dana, Mr. Perry and Miss Browning was appointed by the chair to act upon the suggestion at some general meeting of the Association.\*

In the absence of Miss H. H. STANLEY Mr. WELLMAN read Miss Stanley's paper on

#### REFERENCE WORK FOR CHILDREN.

(See p. 74.)

Mr. WELLMAN then discussed the question of whether the bulk of reference work with children should be carried on in the schools or at the library, and urged the claims of the library. The ultimate aim of reference work with children is to teach them to use the library during school life and after for purposes of study and self-education. To accomplish this end no person is so competent as the librarian and no place so appropriate as the library.

Miss LINDA A. EASTMAN said:

Miss Stanley's excellent report appears to furnish just the sort of basis for a discussion of one of the most vital questions in relation to the work with children, such a discussion as may lead to a much-needed definition of principles in regard to this side of the work.

A word or two about special topics mentioned — under library facilities. In addition to the books for reference mentioned by Miss Stanley, there is one which may not yet have come to the attention of all children's librarians because it is but just published — the new "Index to *St. Nicholas*," published with the consent of the Century Company by the Cumulative Index Co. It has its imperfections, but it certainly should prove a useful reference tool for every children's librarian, and the best simple stepping-stone yet furnished to the use of Poole and the other indexes.

Now, for the general subject, Miss Stanley says, "I think we are agreed that for the children our aim reaches to a familiarity with reference tools, to knowing how to hunt down a subject, to being able to use to best advantage the material found. In a word, we are concerned not so much to supply information as to educate in the use of the library."

The aim is well stated, and we are agreed in it, I believe, but are we agreed as to, and have we given sufficient thought to, the methods by which this desirable aim is to be accomplished? Where, in that ideal ultimate of co-operation between schools and libraries toward which we are striving, will the necessary instruction be given, in the schools or in the library? Or, if in both, where will the division of labor be placed? I, myself, am inclined to think that the formal, systematic in-

\* For report of this committee and action of Association see Proceedings, p. 130.

struction in the use of books should be given in the schools, with sympathetic, systematic help on the part of the library. Is it not possible that we, as librarians, seeing the need, are over-anxious to do the whole work, or at least feel sometimes that we can do the whole work more easily and better than we can get the overworked teachers to do it—though a large part of the work really belongs to them.

More than in any other work with the children, this reference work requires that we go back of the children and begin with the teachers—no, not with the teachers, but with the teachers in embryo—the students in the normal schools.

Miss ALICE TYLER, who followed, said that it was of the greatest importance to teach children the use of the catalog, which should be made to suit the mental capacity of children, using terms with which they are familiar.

In Cleveland the children's catalog was made upon these lines, using simple subject headings based on headings used by Miss Prentice in her "Third grade list" and the Pratt Institute lists.

Teaching children in the children's room how to use the catalog is the only way to make the future men and women more independent readers in the public library.

Mr. HENSEL closed the discussion with a short account of the reference work done in the Columbus public schools.

A paper by Miss CLARA W. HUNT was read on

#### OPENING A CHILDREN'S ROOM.

(See p. 83.)

The discussion was opened by HENRY J. CARR, who said:

I cannot say why I was selected to discuss Miss Hunt's paper, unless because I was known to her and somewhat familiar with her work and the particular children's room fitted up under her direction in the new building of the Newark Free Public Library.

I am so much in sympathy with Miss Hunt's views as expressed in the paper, and regard them as so correct that I can do little but emphasize the points she has brought out. She has been eminently wise in presenting for consideration some of the proper guiding principles of the children's room, something that is too often lost sight of in the attitude taken by those responsible for their establishment and operation.

We should not look upon the children's room as a "kindergarten," or playground for the younger children, so much as a stepping-stone to tide them along to the reading of books adapted to more mature minds, and hence to "graduate" them out of it as fast as possible. It has also a purpose, which is a further reason for retaining in this room, more or less, an aspect similar to that of the adults' rooms. Parents to some extent come to select reading matter for their children, and those of mature years but immature minds may drift into this department, if it is not made too juvenile in tone and appearance. Hence, I prefer the name Young People's Library to that of Children's Room. I have seen boys stand aloof at first for fear of ridicule for going into the room "for kids." I prefer to have the discharging of books done at one main desk, as it keeps the children in touch with adults and gives all ages more freedom in drawing from all departments. Hence we have no special juvenile cards. I should advise to include on the children's shelves good books for older readers; to avoid sets or the writings of voluminous authors, as a rule; and to aim to seek the writers of those good books that are apt to be overlooked. Discipline and good order should be maintained at the outset, and after that the children should be let alone, so far as possible. They like to have a chance to inform one another; those becoming first familiar with the room and its methods will only too gladly induct newcomers into its operation.

Mrs. M. A. SANDERS said:

The librarian from Newark speaks from experience, for hers is an ideal children's room, both in equipment and administration. At the dedication of the library the interest centered largely around that department. Her interest in the children and their work, so ably expressed, carried me back to the early 80's, when, as some of us remember, scarcely a round dozen libraries could be found where children were admitted. On one side of the door we saw a placard reading, "Children not admitted under 14 years"; on the other, "Dogs not allowed." A strong appeal was made at that time at the Thousand Island meeting for children's rights in the public library by a librarian who was making a specialty of work with children, and admitted them without an age limit. Glorious has been

the response, for the library that makes no provision for the children to-day is the exception.

At Pawtucket we open our children's rooms and bid them welcome, we open our shelves, and their judgment in the selection of books often equals our own. We decorate the walls with pictures that appeal to the affections, we send them into the homes, and by and by we see an entire family gathered around the table deeply interested in the pictures and the description of them as they read from the books brought home by the children. We put in our cases of birds, which the children delight to study, and soon a mother says to us, "I never thought much about the birds till the children began to talk about them, but we have been out every morning listening for the new calls as the birds appear in the spring." In these and various other ways we see the influence of the children's room, which is broadening every day.

There is, however, many a library where the children's room has not yet materialized, either from lack of space or funds, that is exerting a powerful influence through its children, and I question sometimes whether it may not be a mistake to draw too sharp a line of separation. Where should we draw our line? At just what age do girls and boys cease to be children? That has been for me a serious question; I wonder if you have escaped it, and if the children's room solves it.

I am in hearty sympathy with the opinion expressed that "the management and spirit of the children's room should correspond to that of other departments of the library." There seems to be a tendency to make these rooms a play-room—the children coming to be amused, and the time of one person devoted to their amusement. If this is the design of the children's room, our own young people at Pawtucket will be sadly disappointed. While we will put in the pictures, the birds, the plants, the busts and all else to make the room interesting, and while we will have frequent talks in the lecture room, the children being quietly led on to express themselves freely, the quiet dignity of the children's library room as an important part of the library will be maintained. The books will also be charged at the main charging desk for them, as we feel that this bringing of the adult

and the child into close contact is of mutual benefit.

The discipline of the children's department has never been a serious question to us. Give them a very few brief rules, and enforce them, and we shall have no great troubles to contend with; the children will virtually take care of themselves.

The question is asked us, "For what does the children's room stand, what is its real purpose?" It is evident that it has a different purpose in different libraries. To us the children's library room is for reading, for study, for observation, for questioning undisturbed and undisturbing, while the entire library is still at the service of any child who desires to make practical use of it.

Miss CHARLOTTE WALLACE read a paper on

#### BULLETIN WORK FOR CHILDREN.

(See p. 72.)

Two papers were read on

#### VITALIZING THE CONNECTION BETWEEN THE SCHOOL AND THE LIBRARY,

Miss MAY L. PRENTICE treating

#### THE SCHOOL.

(See p. 78.)

Miss IRENE WARREN presenting the side of

#### THE LIBRARY.

(See p. 81.)

Owing to the lateness of the hour discussion of the last topics had to be passed over.

The chairman then called for the

#### REPORT OF COMMITTEE ON NOMINATIONS.

The committee on nominations wishes to submit the following names: For president, Miss Annie Carroll Moore; for secretary, Miss Mary E. Dousman.

In suggesting the continuance of the present officers the committee does not wish to establish a precedent, but there seems to be special fitness and justice in asking Miss Moore and Miss Dousman to serve the section for another year. To their earnest effort this section of children's librarians is largely due; these well-balanced programs are a result of their careful planning. The section can hardly be put in safer hands for its second year.

The officers named in the committee report were unanimously elected.

## STATE LIBRARY COMMISSIONS AND TRAVELLING LIBRARIES: ROUND TABLE MEETING.

**A**N informal "round table" meeting for the consideration of the work of state library commissions, including travelling libraries, was held in the assembly room of the Fountain House on Tuesday afternoon, July 9. The chairman, MELVIL DEWEY, called the meeting to order at three o'clock, and in a few introductory remarks outlined the subjects to be discussed.

Mr. DEWEY: We have on our program this afternoon two of the most interesting things in library work. The travelling library is reaching out in its manifold forms with wonderful rapidity and gives very great promise of usefulness for the future; organized work under the state commissions is showing every year better and better results and indicating that just as our schools increased their efficiency so immensely by having state departments to look after them, we are repeating the history of that evolution in our state library commissions. We have only a single session this afternoon to discuss these two subjects. If we were to give them one quarter of the time that they ought to have, we would not get one quarter through, and I propose therefore to deal only with questions and answers, and utilize one another's experience or thought along these lines of state commission work and work of administering travelling libraries.

I have noted down some of the topics that have been given to me by persons who wanted to have them discussed briefly; we will first take up some of these. So much has been done in travelling libraries, that perhaps we should clear the floor of that subject, and then consider the work of the state commissions — and in that I mean all the work done by the state in its official capacity — chartering libraries, library legislation, inspection, travelling libraries — whatever the state may do for public libraries.

The first topic is, "What is the best method of getting travelling libraries before the people?" Who has any experience or suggestion to offer on that point — either of difficulties or successes?

A MEMBER: Go to the pastors and school houses.

Mr. HOSTETTER: Does the gentleman mean to put the travelling libraries into school houses? Last Sunday I visited a man who had never heard of such a thing as travelling libraries; he was a German pastor; and probably that accounted for it.

Mr. HUTCHINS: Is there not objection to having travelling libraries in school houses, for the reason that so many of the hours during which the children have leisure to read, and their parents could read, the school houses are closed? Another difficulty is the long summer vacation; and still another is that to place the library in the school house makes the travelling library merely a side issue.

Mr. DEWEY: Where would you put it?

Mr. HUTCHINS: Find somebody to take it in special charge. A travelling library in a community is bound to find some good woman who would rather have charge of it than anything else in the world.

Mr. DEWEY: Then you would put it in a private house?

Mr. HUTCHINS: In a private house or a country post-office — wherever you can find a person who believes in its use and will give service for it.

Mr. GALBREATH: I should like to ask Mr. Hutchins, provided the teacher is a man or woman who believes in the library, what objection is there to placing it in the school house?

Mr. HUTCHINS: The teacher may be a person who believes in it, but he or she makes the school of first importance.

Mr. BRIGHAM: What difference does it make if the library is a side issue, so long as it gets in its work?

Mr. HUTCHINS: If it is a side issue it does not get in its work.

Miss STEARNS: Let us go back to the original question, How to get the travelling library before the people. The best method, we find, is to take with you a county superintendent who is acquainted with all the people in

his county, or ought to be. Take your travelling library with you also, just as a travelling man takes his samples. Do not start out with a lot of circulars; take the books themselves right with you, in the back of the wagon. When you have brought the people together open your box; take out your *Scribner* or your *Youth's Companion*; take out your books on the Philippines, on birds, on cookery; show your audience some good stories; and you will organize a library association ten times quicker than if you had started out by writing letters. Those are letters, very often, that are never answered, and you wait and wonder why the people do not want the books. Go to the people with the books. That is the way we find we can work best in Wisconsin.

Mr. GALBREATH: Sometimes it is difficult to find the means to do the work that Miss Stearns has mentioned, and possibly our experience, briefly stated, in bringing the travelling library to the attention of the people of Ohio might not be out of place here. We began by advertising it through the daily and weekly papers. That brought us very few responses. We next tried to reach the people through the official organ of the teachers of the state. That brought us many responses from rural schools. Our next effort was to reach the farming communities through the state grange, which devoted one of its quarterly bulletins to the travelling libraries. This brought many responses. We reached the women's clubs through circulars issued to their membership, and this was very effective in turn. We found it best to reach the people of the state through the organs that were devoted to specific interests, especially along educational lines.

Mr. DEWEY: Did you go personally to the grangers, write to them, or send printed matter?

Mr. GALBREATH: We saw the lecturer of the grange, who issues a quarterly bulletin in our state. We explained the system fully to him, and he devoted almost an entire bulletin to an explanation of the system, and advised the farmers of the state to patronize the travelling libraries. Then we have published in Ohio the *Ohio Farmer*, which circulates widely outside of the state. That took up the work and

helped us greatly. We reached the farmers by going to the public press and using the organs that the farmers read. We reached the teachers in the same way, and the women's clubs. We have advertised our system pretty widely over the state, so that now we do not send circulars except when they are requested. We are circulating about one thousand travelling libraries in Ohio, and they go to all parts of the state. Not only that, but we have travelling library systems in three counties of the state that are in no way dependent upon the state for support and that are doing excellent work.

Mr. HUTCHINS: Do the people pay anything for the libraries?

Mr. GALBREATH: They pay transportation both ways, and that is all.

Miss STEARNS: Do they always have to pay it?

Mr. GALBREATH: Yes.

Miss STEARNS: If you found a community too poor to pay, what would you do?

Mr. GALBREATH: We have not so far met that condition. Perhaps some libraries have not been sent out because the people were too poor to pay the charge, but if that problem does come up before us, we will try to find some person who will pay the transportation.

Mr. DEWEY: Are there no remarks to be made on the use of annotated finding lists in travelling library work?

Mr. HUTCHINS: Annotations are worth a great deal, because the people, at their homes, sit down and talk over the books in these lists, and they get acquainted with the books and the authors.

Mr. DEWEY: The best form of annotation, I take it, would be the brief note, giving the best idea possible of the character of the book, and telling the reader whether he wants to read it or not, not necessarily as a matter of quotation from some one else.

Miss STEARNS: It is always a good plan to put in the publisher and price of the book; if the person gets interested in the book he can find out how much it would cost and where he can get it.

Mr. BRIGHAM: It would be well also to put in the number of pages, so that people know how large a volume it is — 150, 250, or 350 pages.

Mr. DEWEY: Has any one else tried the use of a wagon, as described by Miss Stearns—going right to the people and reaching the homes? That means going out into the rural districts and dealing with the farmhouses as individual homes. There must be the right person in the wagon, of course, who can stand and speak for an hour perhaps and leave half a dozen or a dozen books to start the work along.

Miss STEARNS: That is the only way in the world by which you can find what the people like to read—it is only by visiting the people, getting acquainted with them, going right into their homes. The idea of sending a box of books off in a freight car, not knowing anything about the country or the people it is going to! If you want those books to do good work, you must know where they are going.

Mr. DEWEY: That is the way men sell goods. The librarian is just as anxious to place his books to advantage as the merchant is to sell his wares. If he is dealing with the rural community he follows just that method. I am inclined to think that somebody is going to make a great success with those wagons.

Mr. GALBREATH: Where the demand for books is strong, as it is in Ohio, and you have all that you can do to supply that demand, should not that be attended to before you go out in a wagon to enlarge your field?

Mr. DEWEY: Oh, yes; but in Ohio everybody expects to be President sooner or later.

Mr. HUTCHINS: Isn't the point this: Where you only supply a demand you reach the intelligent communities first and the neglected communities are left out; but the libraries should reach the neglected communities. We spend too much money in buying books and not enough in educating the people to use the books. It is the same old story. You spend \$10,000 for books and not \$200 for administration, and the administration is the important point.

Mr. DEWEY: There is another analogy. We used to have the schools only for the bright boys. It is a modern idea to give education to the dull, the backward, the blind and the deaf, but nowadays they are all being trained. And we keep finding men who are among the strongest citizens of their age, but who, if we get at their early history, we find were once

dull, backward boys that somebody hunted up and started along the right lines.

Mr. GALBREATH: What communities, as a rule, are first served in Wisconsin?

Mr. HUTCHINS: The neglected communities. The community in which we are meeting is in the wealthiest part of the state of Wisconsin. We have not got a travelling library near here. We have only 300 of these libraries, and we seek out the neglected communities; not because we do not care to help the people here, but we must take the neglected ones first.

Mr. GALBREATH: This is a practical question. It may be that after a while we will all be seeking the neglected communities. What is the practical method of going out into the state after the neglected communities? How are you going to do it?

Mr. HUTCHINS: That is where you have got to have missionary work, personal contact.

Mr. DEWEY: It is not a question of studying what to do; it is a case of the man behind the idea. If a man starts out who is a born missionary, he will go straight to the communities who need him, while another man will take care of another class. We want to do all the work before us, but if we are so situated that we cannot do both kinds of work in this field, which is the more important to do first, cultivate the good field or the poor field, which if you do not cultivate it will run to weeds and escape us entirely? As Mr. Galbreath asks, if a community is anxious to read, will you supply that, or will you stir somebody up that does not want your supplies? In other words, if there is a field that is rather poor, will you cultivate that at the expense of another field that yields a good crop?

Mr. GALBREATH: It seems to me that a neglected community is one that has no library of any kind of its own; nine-tenths of our travelling libraries go out to communities of that sort.

Mr. HUTCHINS: I would not take that as a definition. In an intelligent community they buy books, they buy magazines, they have intelligent people. A neglected community is one that is not reached by these means, or by any means of civilization.

Mr. GALBREATH: Suppose I go into a com-

munity which all the American people are gradually leaving, only foreigners remaining. How can I reach the foreign people that hardly have the English language in their homes, and scarcely in the schools?

Mr. HUTCHINS: Take, for instance, one of those foreign communities. The children go to school; some of them stay in school until they can barely spell out the third reader, and then they go out and become American citizens. Reading is hard work for them. You offer them a chance to read a book, and they do not want it. But in that place we send first with our travelling libraries the *Youth's Companion* and the little picture papers, to interest them in spelling out little short stories. Try elementary books; simple books of American history and biography; lead them on to better books. But the way is, first of all, to go to them. We have many such communities in the northern part of the state, where the people have come from foreign lands and know nothing about our customs.

Mr. GALBREATH: Another question. I would ask Mr. Hutchins, if a farming community should send to the state commission for a travelling library, and with the request state that they had no library to which they had access, if he would decline to send to them because they were an intelligent community?

Mr. HUTCHINS: No, we send libraries to these communities. We are sending to all classes, but if Miss Stearns, in the northern part of the state, finds a neglected community, and can work with them, and can find some members of the women's clubs to go out and help, we send to them first.

Mr. GALBREATH: I think that perhaps our methods do not vary so much after all. The women's clubs are supplementing our work in that way. In Ohio we have succeeded in interesting a number of the members of the legislature, and frequently they come in and look over our maps illustrating the travelling library work, and say, "There is in our county a community that is very backward. They have no libraries there, and they are not very intelligent. I wish you to write to So-and-so in that community." We do a great deal of work in the line of reaching what Mr. Hutchins calls the neglected communities.

A MEMBER: I would like to ask Mr. Hutch-

ins if he has forgotten that we have something besides the readers in our Wisconsin schools? Under the present school law every district in the state has the beginnings of a library, and adds to that library each year. And we have in each of our school institutes held during the summer a 45-minute period which is spent in training teachers how to get children to read books, how to interest them in the books, and how to show them to get from the book the information it contains. And I would also like to ask if the library placed in the school house is not as accessible to the district as a library that may be placed at some central point? Very often people would have to drive 25 or 30 miles to reach that central point, whereas in the library in the school house the children can take the books to their homes. During the long vacation the library need not be left in the school house, but in some other place.

Mr. HUTCHINS: A library in a school is a school library, no matter where it may be, and the children do not go to the school house after they leave the school.

Mr. DEWEY: The library is an optional affair; the children are compelled to go to school. On the other side, there are a number of advantages in favor of the school building.

Has anybody succeeded in getting from the railroads or express companies special concessions for the transportation of library books?

Mrs. DOCKERY: In Idaho, while the travelling libraries were in the hands of the women's clubs. When they came in the hands of the state, the railroads felt that they should have some compensation, and they gave us half rates. The stage lines give us less than half rates.

E. H. ANDERSON: In Pennsylvania the Adams and the United States Express Companies, which are the two leading companies, have made this concession: We can send out books at full rate going, and half rate returning. These rates apply only on condition that the books returned are paid for at the library, so there is no confusion at any other station.

Mr. MONTGOMERY: How about books that are transferred to another point?

Mr. ANDERSON: We do not transfer them; they must all come back.



G. F. BOWERMAN: The law of Delaware requires that the express companies shall give the franking privilege, both coming and going, to all state documents, and we intend, if possible, to extend that provision to our travelling libraries, now that they are conducted by a state commission.

Mr. HOSTETTER: On the question of express, my experience in Illinois is that the shipping of our books has been unsatisfactory, and I have had some conversation in the matter with the express companies. They seem willing to give us some concessions, and I believe if this meeting would recommend that the American Library Association take up the question of express charges, that we could get for the whole United States a liberal concession for travelling libraries. At least I think we could get as much concession as is given the farmers for returning chicken coops. I think if this is taken up by the Association, as an association, we could get a very liberal reduction.

Mr. BOWERMAN: The Seaboard Air Line runs a free travelling library system, and I presume they send their books over that system free?

Mr. DEWEY: Yes. They also pay expenses, but would they open those privileges to other people?

Mr. BRIGHAM: I want to raise one question. Isn't it a mistake to put the library in the position of a beggar? Is it not better to pay for what we get?

Mr. DEWEY: If we have money enough. We would rather beg than have no bread. We are willing to profit by whatever concession we can get which will enable us to do our work.

No one has spoken of the most important thing of all in this work. We are reaching communities, but there are in all our states great numbers of isolated homes and of farmers. They have more leisure than any other class, especially in the winter, and we have to reach them through the mails. We have a letter from Mr. Lane, of Harvard, upon the movement to secure reduced postal rates for library books, undertaken through the New England Education League by Mr. Scott. This matter is of great importance to us all. [Mr. Lane's letter was read by Mr. Bowerman.]

Mr. MONTGOMERY: In connection with that, has any one here tried to send single books to individuals in any of the communities through the rural delivery system?

Mr. HUTCHINS: We have to a certain extent. We have not sufficient funds to send out enough of the boxes, so we allow a school teacher in the northern part of the state to draw out some book on some subject, and we send these by the rural delivery, or by mail, whichever will reach him most quickly, but of course we have to pay the regular postage.

Mr. HOSTETTER: We have sent out a few books to the country domestic science clubs through the mails, and we have a greater demand for them than we could ever supply. Now I find this experience: the express companies, in the matter of books, would carry a book more cheaply than the United States mail. I am quite confident that the express companies would return the books free, or at a very low rate, if the charges were prepaid. I move that this meeting recommend that the American Library Association take up the question of procuring reduced transportation rates for all free circulating library books.

Mr. DEWEY: If this large meeting is practically agreed on the importance of that, we could send the recommendation into the Council meeting to-night. It seems to me simply inconceivable that we are willing to allow periodicals, bad and indifferent, and the yellow journals, to receive the pound postal rate, while our libraries, suffering from lack of income and working for the public benefit, cannot use the public facilities as cheaply as the people who are using them for public harm instead of public good. I had supposed there would be unanimous approval of an act to register public libraries, owned and maintained for the public benefit, so that they could receive the pound postal rate on books.

Mr. HOSTETTER's motion was seconded.

Mr. DEWEY: Let us see if there is anything more on this question before the motion is put. There is a bill closely allied to this going into the next Congress. Mr. Hutchins, will you state it briefly?

Mr. HUTCHINS: We have twice tried to secure better transportation in the state of Wisconsin. We have found rural mail carriers who said that they would carry books to the farmers for a travelling library without cost,

but the United States law said that we could not do this; that we cannot carry in this way anything under four pounds in weight except it is stamped. Congressman Jenkins, therefore, has drawn a bill which gives libraries authority to send their books free along rural mail routes. At present the farmer must either carry the book himself and return it to the public library, or he must pay postage.

Mr. DEWEY: You say that the carriers cannot take packages under four pounds without stamps?

Mr. HUTCHINS: Yes; the government rules that packages under four pounds are to be sent by mail. Larger packages we could send by the carriers, and we have sometimes thought of sending 15 or 20 books to a neighborhood for distribution. I think that could be done, under the government rule, if the mail carrier was willing to carry them.

Mr. DEWEY: The idea is, that the carrier must not carry anything to compete with the postal service.

Mr. HUTCHINS: Mr. Jenkins, who has drawn this bill for us, has submitted it to all the Senators and Representatives in the United States, and nearly all favor it. Now, I am in favor of Mr. Scott's bill, which gives libraries reduced rates through the whole United States. As things are to-day, if you want to send a travelling library book 100 miles out into the country it costs as much as to send it to San Francisco or New York. If we can get the government to allow transportation by rural free mail delivery it will be an entering wedge for this other bill.

Mr. BOWERMAN: Why cannot the legislation adopting the rural mail delivery also include this matter of the pound rates? Why not have both provisions in one bill? My library is practically free to the whole of Newcastle county, not confined simply to Wilmington, but it is a farming community. We would like to send books to every part of the county, practically to every part of the state. The library is practically free to the state of Delaware, so far as people can come to us, but they cannot come to us; we would like to go to them, but we cannot do it, because of the expense. We could do it if we could afford sufficient postage to send books.

Mr. DEWEY: These are two closely allied

questions. Has any one any objection to this Jenkins bill, which, on its face, promises to be so useful to us? I think we can get it, if we work together.

Miss STEARNS: If the government admits library books into this country free of duty, why cannot it allow a man to carry a book free on the rural delivery route if he wants to do it? In our state we have people who cannot afford to pay postage on the books; if the mail-carrier is willing, in the goodness of his heart, to take the book to them, why can't it be done? Why should not a book from a free library be sent free? I do not mean from one state to another, but I mean by rural free delivery.

Mr. BRIGHAM: Would you make it optional with the carrier? Why not make it compulsory? You say, "if he wants" to carry the book. Suppose he does not "want" to carry it?

Miss STEARNS: I would have it so that he can do it for nothing if he wishes, or he can charge a little for express. The rural mail delivery people have to work hard, and they make but little. Now, the United States government has to employ good men to do this work, so it puts in a premium by allowing them to conduct an express business in connection with it. In order, however, that the government may receive its revenue, it does not allow the carriers to carry any packages under four pounds in weight. What we want is to have that embargo removed for free library books, so that they may carry books weighing a pound or a half pound.

Mr. BRIGHAM: The post-office would probably say that this would interfere with the delivery of the regular mail.

Miss STEARNS: If it interferes, then the whole express business interferes. The carriers are doing such a business now for packages about four pounds in weight.

Mr. DEWEY: Then all you need to do is to attach a brick to your book and make it weigh over four pounds. Is there any motion before the meeting?

Mr. BRIGHAM: The motion of the gentleman from Illinois has not been disposed of.

Mr. HOSTETTER: My motion relates to express transportation. Rural delivery is somewhat of an experiment, and it would not reach the case I have in mind. We spend our

money for expressage, and we want the express companies to give us a minimum rate.

Mr. DEWEY: I rule there is no motion before us until it is repeated.

Mr. HUSE: I move that we recommend the passage of the Jenkins bill. We ought to pay no attention to all this talk about lines of least resistance. If we have no law, we will find the Post-office Department ready with an objection that will answer any request we may make. If we can get a law authorizing what we want, the Post-office Department will obey it whether we seek the line of least resistance or not.

Mr. DEWEY: Is the motion seconded?

Mr. BRIGHAM: I rise to a point of order. There was a previous motion made and seconded, and I call for the question.

Mr. HOSTETTER: I made a definite motion in regard to the express companies. It was made for the reason that arrangements can probably be effected with the express companies, but we are not likely to get the legislation we want. This motion was this: That this meeting request the Council of this Association to negotiate with the express companies of the United States for reduced rates upon travelling libraries and travelling library books.

The motion was adopted.

Mr. HUSE: I renew my motion that we recommend the passage of the Jenkins bill.

Mr. HUTCHINS: The Jenkins bill provides that wherever there is established a public library from which rural delivery routes radiate, books may be carried upon those routes from the public library to the patrons in the country without cost. They may not, however, be returned free; in returning they must either be returned personally to the library or postage must be paid.

The motion made by Mr. Huse was adopted.

Mr. DEWEY: We come now to the question of pound rates. That has been before Congress for some time, and I think there is hope of its passage; but it needs our support. I am heartily in favor of it. I think it is just, and that a great deal of the criticism it has received is based on misapprehension. Some people look only at the rates that extend throughout the country, and say that the gov-

ernment will be carrying books at a loss, but these books will largely circulate within 100 miles of the library, and you will pay exactly the same rate within that circuit as you would if sending to San Francisco. Does anybody want to move that the Council be asked to support this bill?

It was moved and seconded that the support of the bill be recommended.

Mr. HUSE: It seems to me we are trying to get a good many things. If we get the cheap postal rates, that will include rural delivery, and then the express companies will come down in their rates to compete with the government.

Mr. DEWEY: The rural delivery is limited to a single section, and is analogous to newspaper rates.

Mr. HUSE: But if this pound rate is extended to library books the express companies will come down in their rates, and the rural delivery will be almost free.

Mr. DEWEY: But in any case if we want all these things, it won't do any harm to ask for them.

Mr. EASTMAN: I would like to raise one point, and that is, what would be the effect of the extremely cheap rates of postage upon small libraries or upon libraries which we want to establish? In the remote parts of the state, where the population is small, won't the tendency be to have one great library dominate the whole state? Then when you go to a community to awaken library interest the people will probably say, "We don't care about a library; we can get our books from New York, or Albany, or Cincinnati, or Chicago." Won't this measure tend to hamper the work of establishing libraries in the small places?

Mr. ANDERSON: That is a difficulty easily remedied. I do not think that any library should act as a forwarding agent to a person in any place where another public library is or can be established. Our library takes that position very firmly. We refuse to be a forwarding agent to any person; if a library, however small, asks us to send books, we are glad to do it. I know we have helped small libraries by making people feel that the small library was very important, as it could get concessions that they reasonably could not obtain.

Mr. DEWEY: Mr. Eastman's point, if this were a commercial question, might have something in it, but as long as books are circulated free, we should make the road free to the reader, for a short distance or a long distance.

The motion was adopted.

Mr. DEWEY: We will now take up the topic of county libraries as units in a state library system. Mr. Hodges, of Cincinnati, has something to say on this.

N. D. C. HODGES: By an act passed April 21, 1898, the privileges of the Public Library of Cincinnati were extended to all residents of Hamilton County. While the trustees did not derive any revenue from the taxpayers outside of the city limits until the beginning of 1899, steps were taken at once on the passage of the act to enable all the residents of the county to avail themselves of their new privileges. There has been some discussion in the public press as to whether this library or that might claim priority as a county library. The Public Library of Cincinnati has been loaning its books to all the residents of Hamilton County for more than three years. I believe there is no other library in the state of Ohio which had furnished books throughout a whole county before January of this year. This method of supplying books over a comparatively limited territory has interest when we are discussing the circulation of books over a whole state from the state capital.

For those who cannot, or will not, come to the central library, there have been established throughout the county forty-one delivery stations. Four of these are branch libraries. All these branch libraries had previously been village libraries with very respectable histories; started as subscription institutions they had in years past taken on a public character and were supported partially by taxation. There are several other local libraries in the county which are supported more or less by taxation and which are likely to come under the general management of the trustees of the Public Library of Cincinnati, as otherwise the taxpayers in the regions where they are located will be subject to double taxation for library purposes, and, moreover, there seems to be a consensus of opinion among those who

are interested in the branches which have come under the wing of the central institution that they have found the change to their advantage.

Hamilton County is not a flat region. The old part of the city of Cincinnati is located on what might be called the river bottoms, though the land is, most of it, at a safe height above the river floods. Half a mile or a mile back from the river there are sharp rises of four hundred or five hundred feet to the hill tops, on which the newer portions of the city are built. Again, these hill tops are not tablelands but are cut here and there by deep gorges. The hilly character of the county adds to the difficulty of transportation. It is slow work for a wagon to climb the steep ascent from the old city to the suburbs. The library does not have its own service of wagons, but depends on the local expresses. There are portions of the county with which there is no regular system of communication by stage or express. It is in these regions, more or less inaccessible, though not uninhabited, that the authorities of the library have placed travelling libraries. Twelve of these travelling libraries were sent out in March of this year. In each library there are 62 or 63 books. New books were purchased for the purpose, books of a character likely to interest the readers, the new novels with a 40% sprinkling of the best classed literature. The travelling libraries were arranged in three circuits of four each. Each library containing 62 or 63 books, the four libraries in a circuit contain 250 volumes. The books in circuit A are the same as those in circuit B and as in circuit C. The libraries were placed with school teachers. Right here a difficulty has arisen on account of the closing of the schools for the summer. The country schools have rather long vacations. Some of the teachers are willing to care for their libraries during the summer and see that they are open to the patrons. Some are not in a position to undertake this work. For the summer months there has been a gathering of these 12 travelling libraries at less than 12 stations. The idea has been, in general, that one of these travelling libraries should remain about six months at a station before it is moved on.

The Public Library has also sent out 36

travelling libraries to the 36 fire companies of the city. Each of these smaller travelling libraries contains 20 volumes and they have been moved more rapidly than the larger travelling libraries sent to the remote parts of the county. The deliveries to the delivery stations vary. With some there is a daily delivery, with others triweekly, for a few twice a week and there are two which have but one delivery a week.

There are a good many women's clubs in Hamilton County, Ohio. Last winter we received programs from 37 of these clubs, and reading lists were prepared on these programs by the cataloging department. A club alcove was set aside and an attendant assigned to aid any of the members of the clubs visiting the library for study on the papers which were to be read. We have not attempted to send out selected lots of books for the clubs in the suburban districts. Much better work can be done for the readers if they will only come to the central library; and it cripples the resources of the library to scatter its reference books far and wide. We have sent such selected lots of books for limited periods to the university for the use of the students and professors, but, in general, for such reference work the policy has been to encourage the use of the central library.

This brings me to the consideration of whether there is any advantage in the system of county libraries. No very great expense is involved in a journey from the most remote corner of Hamilton County to the central library in the city. Those who are intent upon serious study can, in most cases, make a journey of 15 or 20 miles. At the central library with a concentration of financial resources there can but be a more valuable collection of books. On the other hand, it is perfectly feasible for the officers of the library to visit even the most remote portions of the county and by personal interview estimate the character of the people whom they have to serve; with the result of a more intelligent distribution of books in the outlying districts. Serious study is provided for at the central library, while desultory reading is supplied through the delivery stations and travelling libraries.

Dr. STEINER: It seems to me that it depends

somewhat upon your unit of local government as to how much you need a county library. I should think in Massachusetts or Connecticut the county library would be rather an unfortunate enterprise, unless used in connection with the town libraries. But in many of the southern states the county library is going to be almost indispensable. With us the unit of local government is the county, except in the case of the incorporated municipality. There is a county in Maryland with 75,000 people without a single municipality. The county commissioners attend to the minutest details of administration in that county. It is manifestly unwise that the state should take all the functions of the local library. But it seems that in the states where we have no township system, or where the township system is little developed, the county library is at present a necessity.

Mr. DEWEY: How do you support the schools?

Dr. STEINER: By a county tax. We have school districts; but their only function is to have district trustees, appointed by the county commissioners, whose duty it is to take care of the school house and appoint teachers. The taxes are raised by the county. It is the same in other southern states, so far as I know.

W. T. PORTER: Mr. Hodges has said that the Public Library of Cincinnati was a county library. Possibly that was a little misnomer, in that the library still remains the Public Library of Cincinnati, but we have extended the privileges of that library to the county at large. That was done under act of legislature of 1898, continuing the board of trustees of the public library in office, and then authorizing that board of trustees to make a levy upon the county for the maintenance of the library.

Miss STEARNS: How much of the county is embraced outside of the city of Cincinnati?

Mr. PORTER: We have about 14 townships outside of Cincinnati township. Our county is possibly 28 miles in extent.

Miss STEARNS: Then it is a small county that you supply?

Mr. PORTER: It is a small county, but the population is extensive. We commenced the county delivery system in June, 1899. Up to the present, and through the stations alone,

there have been about 7500 new registrations, and we are to-day, through our stations, carrying 20,000 books.

Mr. DEWEY: This question seems to be of a city library extending its privileges. What I thought we were to talk about was whether the county should be used as a library unit. That is quite a different matter.

Mr. GALBREATH: But in this case the county here is the unit, and is taxed for the support of the library. There are no other public libraries in the county.

Mr. DEWEY: But there is a different side to the question. Suppose you take a rural community and establish a county library there? I think it would be a great extravagance to maintain not only local libraries throughout the state, but also county libraries; it is going to cost too much.

Miss STEARNS: Would it not be better to have a central library?

Mr. PORTER: We have also in Ohio, something which approaches the county idea, known as our Van Wert law. The state of Ohio, by an act, authorized the county commissioners of any county to accept library donations, funds, or building. Upon the acceptance of that donation the county can be required to maintain a library within the building. In Van Wert county, the Brumback Library building and grounds were given in this way and the agreement was made with the county commissioners, that they maintain thereafter a library.

Mr. DEWEY: Our question is not whether such libraries should exist or can exist, but are they desirable?

Mr. HUSE: What is the use of asking questions that must be governed entirely by local conditions? This matter must be governed by local conditions.

Mr. BRIGHAM: We are trying a line of rural travelling libraries in three counties of our state, in advance of any county or state legislation. Miss Brown, of Lucas county, and myself, in correspondence, could see no reason why a travelling library sent to Sheridan should not go on to another point, and to another point, and so on, and then back to Sheridan, back to me, and then after it had made its rounds, take another start, and so on. We tried the plan and it has worked so well

that we are now trying it in two other counties. What the development may be I do not know, but the satisfaction and the gratitude of the people in the small towns it reaches is worth all it has cost of extra effort.

Miss TYLER: The point of the plan is that the librarian of the county-seat library is responsible for the travelling library. She guards the books, watches over them and makes her library the point of distribution. She distributes the books through the county, they come back to her library for exchange, or are passed on to the next exchange, whichever is most convenient; but they come under her direction.

Mr. DEWEY: Let me state the point as I understand it. We are all agreed that we must have local libraries for the people. They can go from their homes into the library and take the books into their hands. If they are in the city almost every day they can utilize the large city library. When it comes to the question of sending books by mail or express we are all agreed that each state must have a state library and its own state commission. The question is, Should there be an intermediary point between a state library and the local library? It seems, at first thought, that there should be, because you would have a shorter distance to travel, but all commercial experience is against this. Manufacturers are closing factories all the while and paying transportation, because they can do their work more cheaply in one place. Thus, repair of books, checking lists, and all that kind of work can be done under a single executive at some central point in the state more cheaply than if there was a library in each county. In Wisconsin, with 71 counties, you would have 71 libraries and you would have to duplicate great quantities of books. My experience indicates that we can do this work more cheaply and more economically by putting the books under control of a central library. As to the extra distance, very often the identical trains that would take the books from a county seat would have brought them from the capital as it went through, so that they would have been received almost without delay. Is it going to pay to introduce a new ganglion—that is, the county library?

Dr. STEINER: Take Baltimore county in

Maryland. There is a county with 75,000 people; it has an electric lighting system, a police court, fire engine houses; there are towns in that county of a thousand people. There is no government in that county except the board of county commissioners, who are as complete autocrats as the czar of Russia. There is no municipality in the county; there is one town which has 5000 people. You must have a county library with a county administration, because you cannot have anything but the county library; you cannot discriminate between one part of the county and another. That library must send books equally to all parts of the county; you cannot put it where the great centers of the population are, because you cannot deprive any citizen of the county of his right to draw books.

Mr. DEWEY: Of course, we are not discussing a peculiar condition such as exists in Maryland.

Dr. STEINER: It is not a peculiar condition; it is the condition of at least one-third of the United States.

Mr. GALBREATH: It seems to me that there is nothing peculiar about this condition. Of course, it differs from conditions in the north, but it includes a state government, to which the county is subordinate, and if I understand Mr. Dewey, it is his purpose to do this work from the state as a center, and the question he has raised is whether it is better to do it from the county as a center, or from the state as a center. I think that in our state it would be well to use the county as a center, for a time at least. However, I believe that in our state "benevolent neutrality"—to apply the term that Mr. Putnam used the other day—on the part of the state librarian toward these matters would be more effective than "benevolent assimilation," and we hope for much from the county library system.

Mr. DEWEY: It is a question of what we should encourage. Is it wise to do this work by the county unit or the state unit? It is largely an economic question. How can you give the people the best reading for the least amount of money?

R. P. HAYES: In North Carolina we have practically nothing in the library field and the question is, shall we try for county library development or state library development? I would like to get some definite word on that.

Dr. STEINER: It seems to me we should try distinctly for county libraries. In the southern states at least there is no question about it; you have got to have county libraries. I started with the idea of the local township libraries, but we must wait until we have a township. My idea is, in any county where in there are no incorporated municipalities or where the incorporated municipalities do not care to support libraries, the county library is the proper thing. In the south the county takes the place of the town in New England; it is the taxing unit, the unit in which all the local administration is carried on.

Mr. HUSE: It seems to me that for the south, as stated by the gentlemen here from Maryland and from North Carolina, the county system is very probably the best one; but in New England we could not work by a county unit, any more than the people of North Carolina and even further down south could run a toboggan slide nine months in the year—they would not have the ice; we haven't the counties. At least, we have the counties, but they are of no importance to us except to have court houses, and courts of justice. Now, each state must solve this problem according to its own conditions and according to the desires and enthusiasm of its own workers. The gentleman from Maryland, I haven't any doubt, will soon have the county system operating fully and successfully in his state, and the same will be true in North Carolina and throughout the south; whereas in New England it won't be done because the county is not a unit. In Wisconsin and New York, Mr. Dewey and Mr. Hutchins, and the men and women who know more than they do, will run the library system safely; whether it is state or county. But we cannot adopt any general rule or take any general expression of opinion, for the people in each state must work out their own salvation according to their own condition.

Mr. DEWEY: There are a number of other topics that have been specially asked for.

Can state commissions provide travelling libraries for hamlets which furnish the money, and make such hamlets travelling library stations?

Mr. HUTCHINS: I wish to say a few words on that question. All through Wisconsin, when we started travelling libraries, some people

found that there was a chance to make money by using the idea in a commercial way. They went to communities which had heard of the travelling libraries, raised \$150 or so for "subscription" and then sent about ten dollars' worth of books once in six months. Now, the plan we have worked out may be best described by this illustration: about a year ago Miss Stearns heard that there was a little hamlet of fishermen far up in the state on a point which juts out into Lake Michigan. It included about a hundred people who had heard of the travelling libraries, but they did not want to be indebted for a gift or a charity, and so they had a series of entertainments, and raised fifty dollars. They sent the money down to us and we agreed to buy a library in their name. That library was the contribution of the fishermen of the hamlet of Jacksonport, and the hamlet was made a travelling library station. You can see how such a method works out. The second point is, that in communities where there are a hundred people or so, and conditions are favorable, we offer to give them travelling libraries on condition that they establish permanent public libraries on lines that are satisfactory to us. We take care of the travelling libraries and they take care of the local libraries.

It seems to me, that in this method we have struck finally the correct principle, the principle of self-support. The state takes the money and gives trained service in the selection of the books, in taking care of them, and in keeping the books travelling around their circuit. The citizens pay for their books, and have the feeling that they belong to an organization. More than all, when they are collecting their library fund, giving their little "dime socials," contributing two dollars or five dollars apiece, they are advertising that library, and it seems to me that the library that is coming to them that way means far more than the library that is given to them as a charity.

Mr. GALBREATH: Mr. Hutchins, how often do the communities raise that fifty dollars?

Mr. HUTCHINS: They raise fifty dollars once, and for that the state engages to send them libraries during the life of the library given by them, which we estimate to be about six years.

Mr. DEWEY: What shall be the unit of circulation — the cataloged library or the single book or combination?

Mr. BRIGHAM: We have tried both in Iowa. One of the twins is growing faster than the other, and of course that is the hopeful one.

Mr. DEWEY: Which one is that?

Mr. BRIGHAM: That is the individual, or the single book as the unit, rather than the travelling library; but I believe that the shelf-listed library will always exist. The shelf-listed library of 50 or 25 books must be a necessity in the communities where there are no libraries, and I am sorry to say that there are a great many communities of that sort; but the communities in which there are libraries are increasing, and wherever there is a local library, or wherever there is a woman's club, there the single book can be used to the best advantage. There are disadvantages in the use of the shelf-listed library. Before we adopted the new system, we often had requests for library no. 38 or no. 53, and later found that the request arose from the fact that there was a single book, or perhaps two books in that library, that some one wanted, while the rest of the volumes would come back comparatively unused. That was not good business economy. We might better have sent those two books, and I became more and more impressed with this fact, and was finally able to partially adopt the other plan. We have now perhaps 2000 books on our shelves that are issued separately; but we have nearly 5000 tied up in libraries. Both classes are in use, but the expense to the local library of getting our collection of 50 books for the sake of using perhaps two volumes is unnecessary. I am more and more impressed with the fact — though the remark may be unorthodox — that there is prevalent a little fad for spending money for administration, and spending it not always economically. I believe in spending money freely for administration that is approved by good common sense; beyond that it is a woful waste of money. And so I would keep the use of the single book in mind. The women's clubs as you know, are studying more and more, and are doing less and less miscellaneous reading. Suppose we are trying to meet the wants of the women's clubs. We put up a library covering the Victorian period



in literature, and we find that some one wants a certain number of books on the lake poets. What is the use of sending the entire library? We may have a library made up on the lake poets. Then, suppose one librarian or one secretary writes for what we may have on Coleridge, another wishes material on Wordsworth. Why not send the Coleridge books to the one, and the Wordsworth books to the other? In that way, make the books count. We should not be penurious in the matter of expenditure for cases or for printing, or for any other working tools, but we should always keep in mind that the essential

thing is the book, and if we can get on without the book case, or without the cover that envelopes it, or without the shipping case, or without the combination book case and shipping case, all the better. We cannot get along without them altogether, but we can send small packages all over the state wrapped in paper, and can get rid of a great deal of expense.

MR. DEWEY: When you send ten books, of course send them in paper, but when you send 50 or 100, send them in boxes; that is cheaper. This is a mere shipping question.

Adjourned.

#### WORK OF STATE LIBRARY ASSOCIATIONS AND WOMEN'S CLUBS IN ADVANCING LIBRARY INTERESTS: ROUND TABLE MEETING.

THE work that can be done by state library associations and women's clubs to advance library interests was considered in a "round table" meeting, held in the assembly room, Fountain Spring House, on the morning of Wednesday, July 10. Miss MARILLA WAITE FREEMAN presided as chairman.

MISS FREEMAN: At the Montreal conference last year a round table meeting of officers of state library associations was held for the discussion of questions affecting association work. Certain subjects, some of which were informally discussed at that time, seem naturally to invite our attention at the present session. We are to consider the object and functions of state library associations—whether they should attempt other lines of effort than the holding of a general meeting; what principles as to time and place of meeting, topics, and participants should govern the preparation of a program. With this general subject has been joined the allied topic of the work of women's clubs in advancing library interests. Few of us fully comprehend even yet the amount of effective library extension work which has been and is being accomplished by club women in almost every state of the Union. I have asked representative members from some of the states which have been working along these lines to tell us of their work. We shall hear first from Mr. J. C. Dana, of the City Library, Springfield,

Mass., the Western Massachusetts Club, and the Massachusetts Library Club, on

#### WHAT THE WORK OF STATE LIBRARY ASSOCIATIONS SHOULD BE.

J. C. DANA: Perhaps the chief purposes of a state library association are to arouse an interest in libraries among the public and to increase the knowledge and enthusiasm of the members of the profession. The mistake is often made of thinking that the chief purpose of an association is to hold an annual meeting. It is thought that the annual meeting once provided with a good program, and that well carried through, the work of the association for the whole year is done. There could not be a greater mistake. The benefits of a state association come largely from correspondence between members, the preparation for the meeting, and the securing of ideas, new methods and statistics by circulating letters among members, and the publication in newspapers and elsewhere of notes about the meeting which is to come and the meetings which have been. One is almost tempted to say that a library association performs its duty better if it is active during the year—carrying on correspondence and thoroughly advertising itself—and holds no meeting whatever, than it does if it holds an annual meeting and does not advertise.

Another mistake common to those who or-

ganize state library associations is to suppose that they are chiefly designed for the benefit of those who organize them. They do not realize that to help younger and less experienced members of the craft is a chief purpose of the association, and that if through it librarians generally are informed and encouraged, the profession itself is thereby improved, and they are themselves advanced in general esteem.

It is, then, an association's business to be active all through the year, to devote itself largely to such work in and between its meetings as will benefit both beginners and past-masters among librarians, and, always, properly to advertise its work. Along this last line let me say an urgent word in favor of good printing. It is difficult to overestimate the value to an institution like a library association of an exhibition of itself, through all its circulars and programs and lists, by means of the best printing that money can buy.

The general state association, being the largest and richest of all associations in a given state, should take upon itself some large definite work of permanent value and as far as possible of general interest; say the compilation of historical material, the making of a useful index, the issuance of popular lists, etc., etc. This work may continue along the same line for several years, ending in the publication of something thoroughly worth while which shall have been the means of arousing interest in the profession itself and of bringing the members of it into touch with one another month by month and year by year.

As to the place of meeting of the state association, I doubt if much benefit accrues, on the whole, from meetings held in remote places for missionary purposes. I say this, of course, on the supposition that the meetings thus held, being at places difficult of access, will not generally draw a large gathering. Better results can generally be reached in these same small communities by sending to them occasionally one or two active representatives of the association to carry on a little propaganda work, speak before a woman's club, before the school teachers, or a local literary society on the local library problems.

About the programs of association meetings, it is difficult to say anything which will have

general application. They must, of course, to a considerable extent, fit local conditions. I do not think it advisable to give up much time to local speakers, either for words of greeting or for historical sketches. These latter are generally unspeakably dull. On the other hand, if popular interest in a place is desired a local speaker may be the one best means available for accomplishing your object.

Associations which are attended, as so many are, by librarians of smaller libraries who rarely get abroad and do not often have an opportunity to meet their fellows and to expand in the social atmosphere of the library meeting, should cultivate to the greatest possible extent what one may call the conversational feature. Not only should ample opportunity be given before and after and between the sessions for informal talks, but a portion of the formal gathering itself should be devoted to brief and rapid exchange of ideas. This can be brought about by a little preliminary wire-pulling. Let some one briefly open a topic, and then let questions be offered, some of them by the most diffident of those present who have previously been posted as to what they are to ask and when. Manufacture a little spontaneity by way of an ice-breaker, and it is surprising how freely genuine spontaneity will then flow. It is unquestionably of great value to a librarian who is unselfishly giving her energy to a small library in a remote place, trying to make her books of use, to be able to express herself, no matter how briefly, on some of the matters which touch her work at home.

A state association should draw out the diffident; cheer the discouraged ones; magnify our calling; compel public attention to the value of libraries; be active the whole year through; and always keep a little ahead of the general library progress in the state.

Miss ELLA McLONEY: It is unquestionably true, as has been stated, that the annual meeting of a state library association is not the whole of the work that must be done through the year. It is possibly only an incident, but the fact is that in the nature of things the work of preparation for this meeting must be carried on during at least half the year. The preparation of the programs

requires a great deal of correspondence, and this must extend over a great part of the state and during a great part of the year. Whenever any circulars or announcements are issued, they should be sent to every library in the state; it does not matter whether that library is likely to be represented or not, it should have information as to the work that is being done by the state association.

So far as advertising a library is concerned it seems to me a good deal of a problem. Of course, library people, like other people, need the help of the newspapers, but if you want to get the newspapers interested in libraries it will have to be on the strength of something more than what libraries are going to do. In other words, it will have to be something that the newspapers can take up as news and feel that the public are interested in; they want material that is fresh and newsy, and if you can furnish them with that, then the newspapers will be willing to help.

As to the printing of programs and other material, I am hardly prepared to say that library associations should always have the best and most expensive work. It is a proper thing, theoretically, to appear before the public in the handsomest and most suitable dress possible, but when every 25 cents is of importance and your treasury is practically empty, and there is no one upon whom you can legitimately draw to fill it, I think you must limit your work accordingly.

About definite work to be done, it is true of a library association, as of any other association, that it should do something that will furnish a reason for its existence. In most cases the most definite thing, if you are beginners in association work, will be the task of gaining a foothold; but the time will probably come when it will be necessary to undertake some definite work, that the life of the association may be prolonged and finally assured. The Iowa association, for its first three or four years, was a very frail child, and required most careful nursing; but finally, about the fourth year, it began to seem as if there was very good prospect of its growth and development. Miss Ahern, whom Illinois has claimed for the last five years, and who was at that time interested in the Iowa work, de-

vised the plan of establishing a four years' course of library study, an ambitious undertaking in the condition of affairs in Iowa then. This was printed in a neat folder, which was sent to every library in the state, with a circular telling them what the plan was, and that the library association wished the librarians of the state to enter upon this four years' course of study, and asked all who would pledge themselves to do so to come to the next meeting with their report of the work. I received seven letters in response to all this circular work, and when the time for the annual meeting came there was no one there to report. Librarians were too busy, too far apart, and too poorly paid, to permit the work being carried on systematically. It was dropped at that point; I think it could be done now, and it may be taken up yet. It did furnish a common bond, although the results were not very evident just then.

The next thing, as has been the case with many other associations, was the work of securing the library commission. We pegged away at that for five years before we accomplished anything. Finally the State Federation of Women's Clubs interested itself; we secured the commission, and the work has been going on exceedingly well for the past year. We have made no plan yet for further definite work, but some need will doubtless develop.

In regard to programs, they must, of course, as Mr. Dana said, be adapted to local conditions, and the people who are primarily the workers in the state association, cannot expect personally to get much from the program or from the work of the association. But it is probably true in most cases that these workers have opportunities of visiting other libraries, and have facilities for work that are not open to the librarians in the smaller places. The librarians of the smaller libraries should be given something definite, something technical, something that will be of help to them in the work from a professional point of view.

As to place of meeting, the Iowa meetings were always held in Des Moines, the capital city, until two years ago. Then it was decided to make the library association a movable feast. We met at Cedar Rapids two

years ago, last year at Sioux City, where we had a good meeting, although not largely attended. Sioux City is in the extreme western part of the state, and is not easily accessible by railroad, but we drew a little from South Dakota, which was what we had counted on; some Dakota people came and joined the association, and two of those people have attended this A. L. A. conference. We meet next in Burlington, where there are more libraries in the locality, and we expect a larger attendance. I suppose the ideal condition would be to meet in some central place, where there are library facilities, but I believe it is worth while to move the association about; that is one way of advertising it.

Miss OLIVE JONES: I fully believe that the greatest work of the state association it does through the librarians individually. It is of help in the state in bringing out different lines of work, and in keeping the library work before the public; but, after all, do we not gain more from individual effort than from anything else? In educational problems, it is coming to be realized that the work of the individual means more than the work of any body of people, and I am fully convinced, if we can bring librarians to our state associations, and have an association full of enthusiasm and that intangible something which we call library spirit, we will have more done for the state at large than by any devising of general work along large lines. I would make a special plea that in deciding where to meet, you should consider first the librarians, and settle a pleasant place for the members who meet fellow-workers only once a year. There are librarians who have no vacation at all, except when their board kindly allows them to go to the state association meeting; there are librarians who never know personally anything of this larger work done all over the country, and we should not ask such persons to come to a place where they are not going to be comfortable, and which they must spend a good deal of money to reach. We must be sure of having something for the librarians of the smaller libraries; something technical, not too much, but something which the librarian can take away, feeling that it has been worth while to attend. I am not certain that we could have library instruction in Ohio; we tried it and it did not seem to

work; but if you can introduce in the program one or two definite, technical papers, it is a good thing. And at the same time give a chance for sociability and some social entertainment.

There is one other point, and that is in regard to the advertising that we can do through individuals — you see my point is individualism. I believe in newspaper advertising, but I think if you can work up a good mailing list through your state, sending all your circulars to individuals, you will do more than by newspaper advertising. And it is a good thing to get one library in each city to keep a list of every one in that city who ought to be specially interested in library work, whether members of the association or not. Then let that librarian send to the secretary of the association a duplicate of that list, so that everything the state association issues goes to each person who should be interested in library work.

W. R. EASTMAN: In New York we are going through a little transition period in state library association work. Formerly our state association held occasional meetings in different places. It held one in midwinter in New York City, with the New York Library Club. Then in the summer or spring we held a meeting in the central part of the state. We tried to make our programs as practical as could be, discussing not only occasional technical points, but elementary points as well. We always had good meetings; we got together a little circle of librarians who were interested, and we thought the state association was worth keeping up, although the state was so large that we reached only one or two centers. About a year ago, under a new administration, Dr. Canfield suggested that the annual meeting should always be held in one place. We consented to try the plan, and decided to make Lake Placid, in the Adirondacks, our meeting place. We met there, and the association, to my surprise and somewhat to my disturbance, first voted always to meet in one place, and then voted always to meet at Lake Placid. We then made a proviso instructing the executive board to district the state into 10 or 12 districts, and lay out a plan by which every one of those districts should have a library conference in the course of the year. Thus, instead of one

meeting of the state during a year, we are going to have 12 local conferences. Whether those local conferences will have an organization I do not know; the board has not yet reported its plan. Probably there will be some sort of a skeleton organization—a president and secretary, and perhaps some one in charge of each local conference, and then some member of the association will probably come and attend the conference. Our object is to bring together the librarians and library trustees for 50 miles around; if the teachers are interested, so much the better. So, you see, we have begun to establish a system of local conferences all over the state. It is not extravagant; it is hopeful; I believe there is a great deal in it, especially for the larger states.

MISS STEARNS: I for one would protest against always meeting in one place, unless as Mr. Eastman has described, the meeting is held at a resort. I have known cases where meetings were held at one central, large town, because it was so accessible; and the librarian of a little library, who cannot have open shelves and all facilities, goes to this town and sees its large library, with its red tape, and gets so completely tangled up in the red tape of that institution that she will never be able to disentangle herself. I believe in the migration of meetings.

H. C. WELLMAN: I am in hearty sympathy with what has been said in regard to extending library work through the state. It is especially valuable in the newer states of the Union, but in the older states, in New England, in New York, and elsewhere, I think we must not attend too strictly to the extension of library work, but must rather intensify it. A state library association, as Miss Jones said, can do a great deal for librarians and for the library profession. The Massachusetts Library Club has done something in the way of giving a series of lectures, to run two or three years. The first lecture dealt with paper making, the subject being treated by an expert; then came book illustration, of which most librarians knew absolutely nothing; and then, finally, book binding, for which we had one of the best binders of the state to come down and show us the tricks of the trade. You are all library school graduates out here; but in the effete east nine-tenths of the libra-

rians have not had that technical training. I do not know anything that was of more practical good to our club membership than that lecture on library binding. There is another thing that we ought to do, and that is to give attention to the more scholarly side of librarianship. We are so busy organizing, so busy spreading library ideas, that we are in danger of losing sight of scholarship. That is something the state association can do—in the directions of literature, bibliography, and such subjects. I think that should be emphasized more than has been the case. In the Massachusetts Club we are trying a similar scheme to that of Mr. Eastman; we are going to have one annual meeting, which will take in all the library clubs all over the state. Then, besides that, the state club meets about three times a year in different parts of the state.

In concluding, I want to make sure that this round table is to be continued, and I therefore move that this assembly petition the program committee of next year for another round table meeting on this subject. *Voted.*

MISS M. E. AHERN: I want to say a word about this matter of having peripatetic meetings. In the state of Illinois we have all the library law and all the library books in the northern part of the state, and then there is a part of the state down in the south that they call "Egypt." There may be some libraries there, but we have been unable yet to induce them to take their place in the state library association. Two years ago, after having tried for several years to get these libraries to come into the association, we brought the association to them, and held our meeting in East St. Louis, under the most distressing circumstances of weather and other uncomfortable conditions; and not a single librarian from that community attended the meeting. We tried the same plan last year in another place in the state, and I felt when the meeting was over that we had not done much good there. Very few of the local people came to the meeting. Later I heard that we did some good, but I am inclined to think that the personal efforts of the librarians at that place did more than the association did. I am not at all a pessimist, but in Illinois this plan has failed to interest the people of the indifferent districts in the work that the library asso-

ciation was trying to do, and I have been almost convinced that it is the proper thing for an association to get a central point and bring librarians in touch with the vitalizing spirit of a good library conference, rather than to try to take the association to an indifferent community. I want heartily to emphasize the point made by Mr. Dana about local speakers. I have suffered more than once from these local speakers. I have a most distinct recollection of hearing a trustee talk for one hour and a quarter on the beautiful, magnanimous and generous efforts made by himself to run the local library. The point made by Mr. Wellman needs to be taken cautiously. I think there is more danger of emphasizing the scholarly side of librarianship at state meetings than there is of not giving it sufficient attention. The American Library Association, in my opinion, should stand for the higher tenets of the library faith, and the scholarly side should be more emphasized than has been the case heretofore in the meetings of the national association. With all our different organizations, clubs, associations, conferences, round tables, and so on, it seems to me that the American Library Association should take care of the technical side, and the smaller questions, that must, indeed, be settled by local conditions, should be taken up by the state associations. While, of course, we want to have material of a high order presented at the state association, at the same time we must remember that these associations reach those people who cannot be touched in any other way; and if they have come to get light on this new topic of work for children, or if they are on the point of reorganizing their library, or if they are having trouble with their board, they do not take kindly to a dissertation on printing in the 15th century.

One thing has been left out in the various interests which have been brought forward, and that is the part of the trustee in the state association meetings. A librarian may have all possible inclination, and all the enthusiasm that we can give her, but if she does not have the co-operation and the kindly sympathy of her library board, or at least a majority of its members, life is to her a burden. Her condition is worse than when she did not know,

and did not know that she did not know. The state associations have not so far been open enough to the trustees. It seems to me that this is a subject well worth taking up, and we should try to do more for the library trustees of the state than we have done heretofore. Necessarily they take rather a material view of the situation, and we should try to lead them away from the dollar-and-cents view of library work. These two things need to be emphasized—keep in mind the small librarian, and educate the trustee. Some one has said that we need a library school for trustees quite as much as we need a library school for librarians, and the more I see of libraries the more I believe that.

Mrs. E. J. DOCKERY spoke on

#### HOW A LIBRARY COMMISSION WAS SECURED IN IDAHO.

I bring to you an accurate and complete history of the course adopted by the club women of my state in securing library legislation, as I personally participated in the work with other members of the Woman's Columbian Club, the organization that had the direct and immediate charge of the subject.

It is a somewhat embarrassing confession to make that Idaho, with its area of 87,300 square miles and a population of 164,000 souls, and its sobriquet of "The gem of the Mountains," has not a free circulating library. I make this statement, however, to emphasize the virgin field in which we had to labor and the munificence of our legislators when we consider the various tax burdens are so many and the number so few to bear them.

Boisé City, the capital of our state, with a population of 10,000, is the home of the Woman's Columbian Club of 200 members. This club, among its many achievements, established and almost wholly supports a public library of 2750 volumes at Boisé; and its members stand in the vanguard and do woman's service as leaders and in the ranks in all causes to advance the moral, intellectual and material good of all the people of the state that has granted women equal suffrage with men.

The club strongly urges the formation of

other woman's clubs throughout the state, and encourages at all times the organization and development of free libraries.

The first really effective and aggressive step of the club in this direction, and which led to important results, was the adoption of the free travelling library scheme. Its zealous members, by united action and individual effort, accumulated sufficient funds to put into circulation 15 travelling libraries with a total of 800 volumes, and invited discussion of this work in the public press.

At the 1899 state teachers' meeting representatives of the club, on invitation, espoused the cause of the travelling library and libraries generally. The demand for library cases soon exhausted the Columbian Club's ability to respond, and then an appeal for legislative aid was determined upon, and systematic methods, principally through the press, were pursued to awaken public sentiment favorable to the election of friendly legislators.

After the election of the legislators in 1900 the Columbian Club sent circular letters to each one, setting forth the merits of the two bills the club had prepared and upon which its energies were concentrated, namely: a bill creating a state library commission, and a bill authorizing common councils of cities and governing bodies of communities to levy a tax not to exceed one mill on the assessed valuation of property for the establishment and maintenance of free reading rooms and libraries.

Similar circular letters were sent to each of the 75 newspapers published in the state. All women's clubs were importuned to co-operate, and also all public school officials, teachers and educators of the state. The press responded right royally with one single exception, and book lovers and educators of high and low degree lent their willing assistance. Representatives of the club again appeared before the 1900 annual state teachers' meeting, and secured an official endorsement from that body for the proposed library legislation. The state teachers' association, in addition, advocated a law requiring that three per cent. of all school moneys be set aside as a fund for school libraries, to which the club women gave their aid and which also became a law.

At the convening of the legislature in January of this year the leaven had begun to work, thus paving the way for the successful lobbying by the official representatives of the Columbian Club.

The first step was the selection of a conspicuous legislator to stand sponsor for our bills. In this we encountered an embarrassment of riches in capable legislative material, but finally selected Senator S. P. Donnelly, who cheerfully assumed the duty, and exerted the full force of his wide popularity and marked ability from the time of his introduction of the bills until the final vote upon them.

The club members held frequent conferences with the educational committee of both houses of the legislature and other legislators specially interested in educational matters, and made plain to them the inestimable benefits of the bills we championed.

And in this connection I desire to make graceful acknowledgment to the library workers of Wisconsin, as it was while a resident of this state I received from them my first library inspiration; and particularly do I desire to acknowledge our indebtedness to Mr. F. L. Hutchins, whose personal communications and generous supply of library literature enabled us to fully present our subject and to meet all objections raised by some of the legislators.

Every member of the legislature, with the exception of one in the lower house, was buttonholed, and the consequence of that oversight was manifested on the final voting day.

In the meantime the club requested the home papers of the legislators to continue to urge favorable action; and the club women from all parts of the state, by letters, personal visits and petitions to the legislators, did likewise.

The instinct of partisanship, a peculiarity of all legislative bodies, was not manifested in the least.

On the day for the final action in the Senate Committee of the Whole the Columbian Club was notified and attended in a body, the courtesy of the floor being extended to us.

Imagine our consternation, when the question was submitted to an aye and nay vote, at not a voice being raised in its favor save

Senator Donnelly's. For a few moments silence so profound that it was almost palpable prevailed, when presently Senator Kinkaid, who was in the chair, without calling for the yeas, solemnly announced, "The yeas have it"; and delight supplanted our agonized distress as the pleasantry at Senator Donnelly's expense and ours dawned upon us.

The bill was then placed upon its final passage, and the senators, who hesitated in their support on the ground of economy only, announced that they would vote in favor of the bill, but desired it expressly understood that they did so because they were intimidated by the presence of the Columbian Club. The best of spirits prevailed, and our bill providing for a state library commission of five members, two at least to be women, passed the senate unanimously, the president of the state university and the superintendent of public instruction to be *ex officio* members and the other three members to be appointed by the governor; and the law appropriated \$6000 for the purchase of travelling library books and the maintenance of the commission for two years.

The bill was sent to the lower house to take its course in that body, but we were denied the privilege of practicing intimidation there. Immediately upon its arrival in the house a member moved that it be made a special order of business and be immediately placed upon its final passage, and that a polite message be sent the president of the Columbian Club that the house would perform its solemn duties without the assistance or coercion of that club.

The bill passed the house unanimously save for the solitary negative vote of the member whom, by an inexplicable oversight, we failed to interview, and who announced he so voted for that reason.

This library commission bill was by all odds the most conspicuous matter before the legislature, and the enrolled bill submitted to the governor for signature was elaborately prepared and adorned with the club colors by the attaches of the legislature.

The commission has been in existence three months, or more properly speaking, less than two months, for the necessary preliminary

work did not enable us to get before the public until May. Already we have been invited to assist and direct the formation of six libraries and to select books for the penitentiary library. have placed in circulation 10 new travelling library cases in addition to the 15 cases donated to the state by the Columbian Club, and have 20 more cases in preparation.

While the law provided for the appointment of at least two women on the commission, the governor appointed three, two of whom are members of the Columbian Club; and our superintendent of public instruction being a woman, we have four of the five members, and what is more especially to the point, they are all club women.

Woman's clubs may with propriety, I think, lay claim to some credit for library laws in Idaho, and yet it is significant that the reason for their power lies in the fact that the women of our state have in their hands the wand of progress and civilization, the most powerful and bloodless offensive and defensive weapon on earth—the ballot. In the hand of the frailest of our sex this powerful weapon can strike as deadly a blow at evil or as strenuous a blow for good as it can in the hands of the brawniest of fighting men; no moral wretch of whatever size and strength but what the very gentlest of our number can cancel his registered will on election day; for an aspiring public servant to dare oppose a righteous cause means sure defeat—for womanhood inevitably arrays itself against the hosts of error.

The women of our state, marshalled under the leadership of women's clubs, stood in an unwavering and united array for all our library laws and every other law that stood for good; and there were, all told, 15 bills affecting education enacted into laws at the last session.

Whatever of inspiration and encouragement the success of women's clubs in Idaho may give our sister clubs in sister states, the success of woman's suffrage there at any rate will help to silence the scoffers' sneers and help put this ballot-sword, forged in the workshop of right and justice, in the hand of every woman.



In the absence of Mr. JOHN THOMSON Miss NEISSER read Mr. Thomson's paper on

HOW TO SECURE A STATE LIBRARY COMMISSION.

I am asked "How to secure a state library commission?" I answer:

*Ask for it.*

*Urge it on the legislature.*

*Strive persistently.*

Without these three methods, there is little hope of getting a library commission or the passage of good library legislation.

Pennsylvania has been behind every other state in the Union in the matter of library legislation and principally because hardly any effort was made to procure the assistance of the Legislature. Outside of a dog-tax paid over for the support and maintenance of public libraries, under an act approved in May, 1887, no real step was taken in this state to secure the benefits of the public library movement until 1895. In that year, it was sought to pass an act to authorize all cities and boroughs of the commonwealth to levy taxes and make appropriations for the establishment and maintenance of free libraries. Unfortunately, this bill was stoutly opposed and was finally amended so as to affect only cities of the first class. The most important subsequent legislation was the approval by the governor in May, 1899, of a bill providing for the appointment of a free library commission and defining its powers and duties. Under this act, the governor had power to appoint five persons, who with the state librarian, constitute the free library commission—the state librarian being *ex officio* secretary of that body. The commission has power to give advice and counsel to all free libraries in the state and to all communities which may propose to establish them, as to the best means of establishing and administering such libraries, the selection of books, cataloging, and other details of library management; and the commission has certain powers of general supervision and inspection. The section closes with the following words:

"The commission shall also establish and maintain out of such sums as shall come into their hands, by appropriation or otherwise, a system of travelling libraries as far as possible throughout the commonwealth."

Legislature adjourned without making any

appropriation and the commission found itself in the position described by Dickens when Mr. Pickwick and his friends were authorized to travel where they liked, make such investigations as they thought good, and generally to promote science at their own expense. The commission was authorized under the powers conferred upon it to purchase books, provide book-cases, print whatever matter seemed good to it, and generally develop a travelling libraries system throughout Pennsylvania *at its own expense*. Nothing daunted, the members of the commission met in the state library on April 25, 1900 and organized, and being absolutely without funds, efforts were made to secure contributions from benevolent friends of the movement and \$2800 were raised from 29 persons who generously placed in the hands of the commission sufficient funds to enable it to start the work. In a recent circular issued by the commission, the secretary calls attention to the fact that Ohio already had more than 800 travelling libraries and an appropriation of \$5000 per year with which to carry on the work. Michigan has many libraries and an appropriation of from three to five thousand dollars per year. Wisconsin has six or seven hundred travelling libraries, and New York nearly one thousand. Every state of any importance in the Union has established and is maintaining travelling libraries on from three to five thousand dollars per annum. A few travelling libraries only at present have been sent out in Pennsylvania. These are now in use, but the commission was afraid to undertake much work, as it did not know how soon its funds might be exhausted, and it might find itself unable to grant the applications for travelling libraries which are steadily coming in.

When it is asked how to secure a state library commission the second question how to secure an appropriation with which to carry on the work of the commission is necessarily involved. In the case of Pennsylvania (just brought to a happy issue,) the active interest of many of the leading newspapers throughout the state was sought and obtained. The editors of these papers were written to in person and a statement describing the scope and needs of the library commission and the

amount of the appropriation hoped for was forwarded to each. With one or two exceptions, the editors printed much of this material as news, and a considerable number added editorials urging the importance of the movement. More valuable help could not have been secured. The smaller papers, which of course draw their material largely from the papers published in the larger cities, followed suit, and practically reprinted the same matter. Copies of the papers containing these articles were secured, and marked copies were sent to the representatives from their own neighborhoods. In this manner nearly three hundred of the newspapers throughout the state were communicated with, and their assistance had a great deal to do with the final granting of the appropriation. In this way information was laid before thousands of citizens who would otherwise have been uninformed on the matter. Beyond all this an explanatory letter fully detailing the position of the commission was sent by one of the commission to every member of the legislature and the secretary of the commission issued the excellently prepared circular (above referred to), several copies of which were sent to every member of the legislature and to others. The result has been that an appropriation of \$3500 has been passed by both houses, and there is no reason to doubt that the bill will receive the governor's signature when the time comes for him to sign the appropriation bills for 1901-1902.

It would be waste of time at a round table meeting like this to dwell upon the benefits of the travelling libraries movement. The free library commission of Pennsylvania has determined to do its utmost to develop the movement throughout the state, and if a practical answer is to be given to the question, How to secure a state library commission?, I would say, Recognize the importance of the movement, strive early and late, through the newspapers, by means of circulars and by personal interviews, to interest the members of the legislature, and persevere unintermittingly in impressing your needs upon those who have the power to grant the necessary legislation and appropriation. Work early and late and do not stop working until you have secured what you want.

**Mrs. BELLE M. STOUTENBOROUGH spoke on  
WHAT WOMEN'S CLUBS CAN DO TO FURTHER THE  
WORK OF THE LIBRARY.**

I trust you will pardon me for adding the word "Nebraska" to my topic. Six years ago last October the Nebraska Federation of Women's Clubs held its second annual meeting at our state capital. Some two weeks before the meeting Mrs. Peabody, a name familiar to every librarian in this room, who was at that time our president, wrote me: "I am very anxious to bring the travelling library movement before the women of our state. Will you talk for 15 or 20 minutes on this topic before the Lincoln meeting?" If she had asked me to talk on the study of comparative anatomy, I should have been just as familiar with the topic, but in the reference room of the Omaha Public Library, I held a consultation with Poole's index, and succeeded in finding just one article on travelling libraries; it was in the *January Forum* of 1895, and if I am not mistaken, it was a brief history or sketch of the travelling library movement in New York. Here was my opportunity; what had been done in New York, could be done in Nebraska, although upon a smaller scale, by the Federation of Women's Clubs. I shall not forget how I trembled as I stood before that large audience and made my first plea for a travelling library. However, the secretary, in reporting the meeting, was kind enough to say that the audience at once caught the speaker's enthusiasm, and a committee was appointed for the formation of plans for a federation travelling library. A hundred dollars was subscribed, and sixty books purchased and sent out to eight clubs that first year. I know it seems like a small beginning to-day, but it was serious, earnest, and full of possibilities, and to-day the work is an educational factor in our state. I believe that these books which have gone out to the club women have not only enabled them to pursue certain lines of study, which otherwise it would not have been possible for them to have taken, but they have created in the minds of other members of the family a desire to possess good reference books. These books are sent out from my own home. The clubs receiving them are at

no expense except in paying express charges for their return. The work is supported by voluntary contributions, and as to the salary of the librarian, she is paid over and over again in the thankful letters which she receives from the people who are using the books.

In 1897, the Nebraska Library Association succeeded in introducing a bill in the legislature, creating a library commission for travelling libraries. It passed the lower house, and went into the senate, where it was "lost to sight, though to memory dear." In 1899, nothing daunted, the Nebraska Library Association was there again with its library bill. It passed the lower house, but it never reached the senate. Last June, the National Federation of Women's Clubs was held in the city of Milwaukee. Mrs. Buchwalter, of Ohio, the chairman of the program committee, planned for a bureau of library instruction or information, and this bureau was located in an upper room in the Milwaukee Public Library. The presiding genius in the room was Miss Stearns; I always think of her as the pioneer travelling library woman of the northwest. A clubwoman from Nebraska was in attendance at that meeting and instead of spending her time listening to the program, she passed the greater part of the week in that upper room, and there she learned the work which is being done by women's clubs throughout the length and breadth of our land in this library field, and she went back to Nebraska determined, if possible, to secure legislation for free travelling libraries in the coming year. It was a strange coincidence, that last October the Nebraska Federation of Women's Clubs again held their annual meeting at our state capital, and as before, the same woman who had presented six years before to that meeting, a plan for a Federation travelling library, was there to present a plan for free travelling libraries and a state library commission for Nebraska. The plan was formally and unanimously adopted, and a committee was appointed to co-operate with the Nebraska Library Association to secure legislation. In all this work, we never had any one who assisted us more ably than Mr. Wyer, the librarian of the state university, who was never too busy to advise us or to see a man that

we could not reach, and he it was who drafted our bill and saw it through. To make a long story short, the first thing we did was to send out circulars suggesting that "a library day" be observed in the clubs; this library day was generally discussed throughout the state. Then we sent a petition which was circulated, not only in the towns, but among the farmers and their wives; and finally one March morning I received the following telegram: "Rejoice and be exceeding glad"—and I have been rejoicing ever since, for house bill no. 20, carrying with it an appropriation of \$4000 for free public libraries, for free travelling libraries, and for the state commission, had passed, not only the lower house, but the senate. It received the governor's signature, and it means we are to have travelling libraries in Nebraska.

Miss FREEMAN: Mrs. Morris, of the Wisconsin Free Library Commission and the General Federation of Women's Clubs, will be unable to be with us this morning on account of illness. We are, however, fortunate in being able to hear from Mrs. Youmans, the president of the Wisconsin Federation of Women's Clubs.

Mrs. YOUMANS: I cannot possibly fill Mrs. Morris' place, but I should not like to have this subject discussed without Wisconsin being represented.

We may gather from the deliberations of this association, that Wisconsin keeps a prominent place in library work among the states of the Union. If this is so, and I do not doubt it, it is, as we all know, due to the enthusiasm and energetic efforts of the Free Library Commission, and this commission will assure you that its members have had no more enthusiastic allies than the club women of the state. Work for libraries was the first work undertaken by Wisconsin women's clubs—the first work outside of their regular literary programs—and since the organization of the federation in 1896, it has been one of its most prominent lines of work. I suppose there are few clubs among the 150 in the federation that have not done something, sometimes important and sometimes unimportant, for the library movement. They have established libraries and free reading-rooms; they have helped to support libraries; they have

made donations of books and money; they have sent out travelling libraries on their errands of usefulness; and they have also sent out travelling reference libraries especially for the uses of the study clubs. The federation at the present time is making a special effort toward securing as many of these travelling reference libraries as possible. The club women in the interior of the state have very inadequate reference facilities; we have now only six or seven of these reference libraries, and we feel comparatively rich that we are soon to have half a dozen more.

A great many of the public libraries in Wisconsin are due directly to efforts of club women. The public library of Waukesha is due directly to the efforts of a little coterie of club women; they started seven years ago, with prospects that could not possibly be called brilliant. They kept the library going for seven years from one month to another, in some way securing the money, and finally the burden was taken from their shoulders by the city council. Now, the library is not large; it is not, from a technical point of view, fine; and it certainly lacks many things that we hope to have in the future; but it has 2500 volumes, generally read and much valued by the people, it has become established as a regular necessary part of the municipal life, and I think it is sure of a regular though moderate support from the public funds. In a city a few miles north of here a woman's club has a fund of \$500 towards a library building. It does not intend building a library with that sum; it does not intend to go on earning money by rummage sales and private theatricals; but it does expect to use that money and to use the interest of the members of the club as a center for developing library interests in the vicinity.

This work is illustrative of what is being done all over the state, and it is not so much the money that the club women collect for the libraries, nor the books they may secure, nor even the direct work that they do; it is the feeling that they disseminate as to the value of public libraries. The club woman, in her club work, finds the need of a good library; her associations and connections are such that she learns to value books more than she ever did before; she

learns, too, that for the intellectual life of her vicinity it is necessary to have a public library; she helps to develop the public spirit that demands a public library; she helps to bring out an atmosphere in which public libraries germinate and grow and flourish. This, it seems to me, is the most important part of club work among club women. This is what they are doing in Wisconsin, and what they will continue to do.

Mr. HUTCHINS: I have been watching for years the work of the women's clubs and their enthusiasm for libraries. They are accomplishing a great deal, and there is just one thing I would like to say to the club women of the country, "Plan a study club, and in a few years you get a public library. Plan a library, and in a few years you get five study clubs."

#### CO-OPERATION BETWEEN A. L. A. AND GENERAL FEDERATION OF WOMEN'S CLUBS.

Miss STEARNS: The American Library Association has fallen into a most successful alliance with the National Educational Association, as is demonstrated by the continuation of our meeting at Detroit. Now, the A. L. A. has never realized all that the General Federation of Women's Clubs has done for the promotion of library interests. This is the first time in the history of the A. L. A. that the women's clubs have been recognized on our program, and I move that the A. L. A. Council be requested to form an alliance between the American Library Association and the Federation of Women's Clubs for the promotion of library interests. *Voted.*

In the absence of Miss MARIE S. DUPUIS, the chairman read by title her paper on

#### THE WOMAN'S CLUB AND THE TRAVELLING LIBRARY.

The woman's club and the travelling library seem made for each other. So perfectly does the travelling library supply a suitable channel for the energies of the woman's club, and so admirably does the woman's club seem fitted for the work of sending out travelling libraries, that the one seems the natural and perfect complement of the other.

What a box of well-selected reading matter means to a rural community probably only

those know who have lived in a rural community without the box. Others must draw upon their imaginations to picture farm homes without other current literature than a weekly local paper whose "patent inside" contains all the news they receive of the world's work; homes where the family Bible—not always present—and the children's school books form the only bound volumes of the family library, where even the deservedly ephemeral literature of the daily paper and the 10-cent magazine are unknown, though rural free mail delivery will soon alter this.

With numberless such communities on the one hand, we have on the other numerous women's clubs organized for self-improvement and "mutual aid," to use the fine phrase of Prince Kropotkin. And so closely are human interests interwoven that "mutual aid" means self-improvement, and self-improvement "mutual aid." It is doubtful if any form of educational endeavor undertaken by women's clubs is so fruitful in good results as the travelling library. It is the most practical form of educational work as yet undertaken by these organizations. The work of the Illinois Federation of Women's Clubs in this direction has been under the supervision of the library extension committee of that organization. More than one-third of the clubs of the state are now engaged in travelling library work. The number of libraries in circulation has doubled in the past year.

The plan usually adopted in the formation of a travelling library is for each member of a club to donate one or more books. A Parmelee or other suitable trunk bookcase is purchased for the collection, usually consisting of about 50 volumes, a record-book is provided, each volume is furnished with a library catalog and the rules for borrowers recommended by the committee, and the library is then ready to begin its travels.

Several libraries are grouped into county

circuits—a unique feature of the Illinois plan—of four or more to a circuit. Two years has been found to be the average life of a travelling library, and a circuit of four libraries remaining in each community for six months will thus supply four communities with travelling libraries for two years.

With regard to the composition of the travelling library, the committee recommends that each library consist of about 50 volumes; that of these one-half shall be juveniles; that fiction shall be carefully selected, preference being given to standard works, those which have stood the test of time; that everything of a theological bias shall be excluded; that biographies, travels and nature studies and stories are particularly desirable, with other suggestions for particular communities or of a general character. We lay particular stress upon the proportion of juveniles being at least one-half, for the reason not only that children and young people are generally the most numerous class of readers, but also because many adults, unaccustomed to much reading, find juvenile literature more readily comprehensible. Considering the fact that our libraries are almost wholly the result of voluntary donation, it is remarkable and, indeed, extremely gratifying that the libraries sent out are of such a high degree of literary excellence. The outcome of the heterogeneous tastes of club members, they seem admirably adapted to the equally heterogeneous tastes of the communities to which they are sent. Improvement, however, is always possible, and for the coming year we have model lists of books drawn up as guides, if not patterns, for future libraries.

In states where a public travelling library system does not yet exist, the women's clubs seem excellently qualified for inaugurating and maintaining such a system until the time comes, as it surely will, when every state has its library commission and its travelling library fund.

## TRUSTEES' SECTION.

A MEETING of the Trustees' Section of the A. L. A. was held on July 6 in parlor C of the Fountain House, with Dr. Leipziger in the chair and Thos. L. Montgomery acting as secretary. There were 75 persons present. Dr. Leipziger made an opening address, outlining the work that might be discussed by the section.

Mr. Soule urged the election of trustees for a term of years only, and in the opinion of those present three years seemed the proper limit.

The question of whether members of the board of education should be admitted to library boards excited considerable discussion, in which Mr. Cooke, of Iowa, Mr. Porter, of Cincinnati, Mr. Crunden and the secretary took part. It was generally conceded that members of the board of education should not be trustees of libraries *ex officio*, but that there was no objection to electing them as individuals.

Mr. EASTMAN then read his very interesting paper on

## LIBRARY BUILDINGS.

(See p. 38.)

Mr. MAURAN, of St. Louis, spoke on  
THE RELATION OF THE ARCHITECT TO THE  
LIBRARIAN.  
(See p. 43.)

Mr. Patton, of Chicago, said that the two papers showed the lack of any antagonism between the professions. He considered it absolutely necessary that the architect should be selected before anything else, in order that he should be familiar with all the librarians' requirements, and that the interior arrangement was the only matter that should be thought of then. The plan of giving premiums is bad, because it is no temptation to the skilled architect, but it is to the mere draughtsman. He also thought that library architecture must become a specialty.

Mr. Dewey asked, "What is the best way to get the combined judgment of several architects without offence to the profession, and yet give a proper remuneration for their labor?"

Mr. Patton answered that there was no objection to such consultations on the part of the profession, and that it was becoming more common every year. The objection to competitions was that there was no expert to make a fair decision. Competitions, as a rule, did not produce such good results as the appointment of a well-equipped and competent architect, to plan and oversee the work from the beginning. Under any circumstances expert advice might be had and should generally prove useful, especially when members of a library board were not prepared to give thorough attention to the architectural problems. Personally, he had often been employed as consulting architect, just as a physician might be called in that capacity.

Mr. Eastman stated that in the case of the Utica Public Library \$150 had been given to each of ten architects for small sketches or outlines incorporating the requirements of the board.

Mr. Dewey thought that every state commission should have an expert, to whom should be referred all suggestions for plans for libraries, in order that the bad features may be called to the attention of the library board. In the case of very large institutions the national library should be appealed to.

This was by far the most interesting meeting that has been held by the section, and the interest taken in the discussion promises well for the future meetings.

Dr. Leipziger declining to serve as chairman, and the secretary having declined the nomination, Mr. D. B. Corey was elected chairman and T. L. Montgomery secretary for the ensuing year.

THOMAS L. MONTGOMERY, *Secretary*.

PROFESSIONAL INSTRUCTION IN BIBLIOGRAPHY: ROUND TABLE  
MEETING.

**A**N informal "round table" meeting for the consideration of present and possible methods of professional instruction in bibliography, was held on the morning of Monday, July 10, in one of the parlors of the Fountain Spring House. A. G. S. JOSEPHSON was chairman, and J. I. WYER, Jr., acted as secretary.

The meeting was called to order at 10.30 a.m. by Mr. JOSEPHSON, who opened the session with a paper on

## A POST-GRADUATE SCHOOL OF BIBLIOGRAPHY.

In looking over the various definitions of the word bibliography, I have found two main groups, one narrow, one broad.

The narrow definition has been thus expressed by Prof. C. V. Langlois: "Bibliography is the science of books. As library economy treats of the classification, the exterior description of books, of the organization and history of libraries; as bibliography treats of the history of the book as a manufactured product (printing, bookbinding, bookselling); so bibliography in the precise meaning of the word, is that particular part of the science of the book which treats of the repertories and which provides the means of finding, as promptly and as completely as possible, information in regard to sources."

As an example of the broad definitions I choose the one by M. E. Grand in "La grande encyclopédie." He defines bibliography as "the science of books from the point of view of their material and intellectual description and classification," and goes on to say that "there are three principal things to be considered in the study of bibliography: classification of books, . . . (*bibliographical systems*); description of books (*bibliographical rules*); and the use of *bibliographical repertories*."

If we compare these two definitions we see that here the same word has been used for two distinct subjects, the one of which includes the other. Without here going deeper into the intricacies of these definitions, I will, for the purpose of this discussion, accept the broader of the two.

The question what instruction in bibliography should contain is already answered in the above definition itself.

The study of *bibliographical systems* for classification of books presupposes the study of the theoretical systems of classification of knowledge and this presupposes the study of the history of the sciences.

*Bibliographical rules* govern the practical art of book description, what is technically known as cataloging. There are various codes of rules, more or less arbitrary, as they are more or less the outcome of a compromise. But under all arbitrariness one will discern some underlying theory as to what a description of a book should contain. Such theories are founded on the practice of printing and publishing: thus the intelligent study of bibliographical rules presupposes the study of the history of printing and publishing.

*Bibliographical repertories* contain the systematic records of printed documents and the study of these repertories is what is called bibliography in the narrow sense. While the branches of study previously referred to may by some be regarded as of less value to the librarian there is surely none who will deny the necessity of his being thoroughly familiar with the literature of bibliographical repertories. However, I do not think that I am alone in the contention that all the different branches of bibliography in the broader sense are of the utmost importance to the librarian.

Dr. Dziatzko has pointed out that in such an eminently practical occupation as that of the librarian it is particularly important not to neglect altogether some kind of theoretical studies. There can be no studies of greater importance to the librarian than those just enumerated, namely, history of literature—the word taken in its broadest sense—history of the book in all its phases, and the study of bibliographical literature.

The library schools have done much to encourage the professional spirit of librarians and to develop the technical side of their work. It is, however, felt that something more is needed, something that a professional school or a training class cannot give, namely, solid bibliographical scholarship. This can, in my opinion, not be acquired except at a university with a faculty of specialists and an extensive equipment of bibliographical literature as a part of a large university library.

A post-graduate school of bibliography, such as I have in mind should offer instruction to two classes of students. The one class would be students in the other branches of instruction who would select as a minor one of the subjects offered by the school, and who should be required to pursue in the school the bibliographical study of their main topics and the preparation of the bibliographies that should be required as a necessary accompaniment to every dissertation. The other class would consist of persons wishing to prepare themselves for the professional work of the librarian and bibliographer. They would choose as their majors the studies offered at this school, and could choose as a minor any other scholastic subject. It would be of great importance to the would-be librarian, could he, while pursuing his special studies, be allowed to do university work in some other subject of his choice, such as literary history, philosophy, American history, mathematics, or the like.

As thorough bibliographical knowledge is the foundation for the work of the librarian, the central subject of instruction in the school should be the study of bibliographical repertories and of the record literature. This study should include seminar work in the handling of literary tools, in hunting up references on special questions, and in the preparation of bibliographical lists. This leads to the study of bibliographical methods. The principles of book description should be discussed, the leading codes of rules studied comparatively, their merits and defects discussed, but none should be taught as the one to be absolutely followed.

History of printing and bookselling comes next, preceded by an introductory consideration of palæography, particularly that of the 15th century. The steps leading to the discovery of printing with movable types, and the spread of the art over the world should be followed. Examples of the products of the first printing presses should be studied and described. Of later periods in the history of the book the most important seem to be the later 16th and the 17th centuries in England, and the 19th century in Germany.

A parallel study with that of the history of printing might be classification of knowledge and of books, with the history of science. The student might well be given his choice between these two topics, while that of bibliography in its narrower sense should be

required of everyone. The history and interrelation of the various sciences is a subject of great importance not only to the classifier, but to the library administrator in general. It should be covered by special lectures by the representatives of the various sciences, connected by a theoretical course in the theory of classification, and followed by seminar work in classification of books.

A course preparing for the professional work of librarianship cannot be complete without the study of library administration. While we are not particularly concerned with this to-day, it should be said that this subject would naturally be a required one, and would cover particularly the history of libraries and of the methods of library administration. The technical training in the minor topics of library economy would not have any place in a school of this description.

I had hoped to be able to present at this meeting some statements from university authorities in regard to the establishment of a post-graduate school of bibliography at some university. I have not, however, succeeded in getting any statement of such definiteness that I can present it here. I can only say that the president of one of the larger western universities seems to look with some interest on the proposition. A letter from Dr. W. T. Harris, Commissioner of Education, says:

"It is very easy for me to say that I believe post-graduate courses in bibliography to be a most excellent thing, but whether there should be such a school established in Washington—I have no conviction on this question. I am not in a condition to say whether it would not be a most excellent thing to establish such a school in connection with the Library of Congress. Mr. Putnam is proceeding in a very intelligent manner to make the Congressional Library of use to the whole country. Would not a school of bibliography here in Washington have the best opportunity to do, so to speak, laboratory work in bibliography, and this in connection with the national library? I am not able to affirm an opinion on this question. The subject is very important and your letter was a letter which I wished to answer to some purpose, but I have not been able to do it, and this is merely an explanation of why I have not been able to do it.

"You very well name the studies of such a school: The literature of the subject; the use and handling of books as literary aids; bibliographical methodology; comparative history of literature and the sciences; classification of knowledge accompanied by the study of the various systems of classification of books; palæography, history of printing.

"It seems to me that one-tenth of all the



librarians educated for the purpose of working in a library should take just such a course of instruction as this. This would give them directive power in the most important part of the librarian's duty."

The secretary read a paper by Dr. JOH. LECHE describing the

**COURSES IN BIBLIOGRAPHY OFFERED BY PROF. DZIATZKO AT THE UNIVERSITY OF GÖTTINGEN.**

The first and so far the only professorship in the auxiliary sciences of librarianship in Prussia was founded in 1886 in Göttingen as a consequence of the growing importance of libraries. This professorship has been filled since its foundation by Professor Dr. Carl Dziatzko.

The courses of lectures given have so far been as follows:

Library administration.

The laws of authors and publishers in the history of bookselling.

Books in the Middle Ages.

(The above courses have not been given in later years.)

Books and writing in ancient times.

History of printing and bookselling:

(a) previous to the Reformation.

(b) since the Reformation.

History and development of modern librarianship.

The lectures are held three times a week and have the same strictly scientific character as other university studies.

They demand therefore real co-operation between lecturer and students, putting before the latter, as they do, a rich and critically sifted material which gives them, in a way, a sharp outline only which they will fill out more or less fully according to their diligence in carrying on their studies. The lectures are made particularly attractive and stimulating through the exhibition of important examples of printing, if possible original works referred to or quoted in the lectures, etc.

Beside these public lectures, Prof. Dziatzko gives once a week a bibliographical seminar for a smaller circle. The majority of the members of this seminar are the library volunteers who naturally are more numerous in Göttingen than at other Prussian university libraries. If it is true of the public lectures that valuable results are gained only by real co-operation of the students, these seminars directly demand independent work of the

members. A considerable part, in fact half of the allotted time, is given to description of incunabula according to the rules formulated by Prof. Dziatzko and published in no. 19 of his "Sammlung bibliothekswissenschaftlicher Arbeiten." Apart from the importance of incunabula for the history of printing, they are particularly suited to bring out questions of various kinds relating to bibliography and librarianship. The remaining seminar hours are given up to reviews and papers by the members. In most cases the subjects are selected at the suggestion of Prof. Dziatzko, but it is preferred that the members should select their own topics. The papers deal with the most varied subjects: questions of a purely practical nature alternate with scientific and historical investigations of bibliographical topics. (Several of these papers have afterwards been prepared for publication in Prof. Dziatzko's "Sammlung bibliothekswissenschaftlicher Arbeiten.") The papers are followed by judicious criticism by Prof. Dziatzko and discussion by the members of the seminar. Whatever time is left is devoted to reading of old manuscripts, exhibition of bibliographical rarities and curiosities, important new publications, etc.

In connection with the palæographical studies just mentioned it should be noted that a special seminar in palæography, given by another professor, Dr. Wilhelm Meyer, is attended by many as a supplement to their bibliographical studies.

A. S. ROOR, librarian of Oberlin College, supplemented this letter with a description of his work with Dr. Dziatzko, stating that the real strength and power of the work consisted in the bibliographical seminar and the work with incunabula. In this work each student has assigned to him the work of a special city or a special press. He studies the books, catalogs them, and submits his work to Prof. Dziatzko for review. These papers are then discussed by the members of the seminar and sharply criticised by Prof. Dziatzko. The new literature of bibliography added to the library is periodically examined and discussed by the class.

G. W. HARRIS, librarian of Cornell University, gave in outline, the substance of a course of 15 lectures on bibliography, delivered one each week during a half year at Cornell. The nature of these lectures is general because in each department more or less stress is based

on the use of special bibliographies, and each thesis for an advanced degree at Cornell must be accompanied by a satisfactory bibliography of the subject treated. The large collection of early imprints representing many of the different presses affords excellent opportunity to inspect and study examples of early printing. Mr. Harris was of the opinion that work in the bibliography of special subjects should be given by the heads of the departments concerned. Mr. Harris gave the following

SYNOPSIS OF LECTURES ON BIBLIOGRAPHY, CORNELL UNIVERSITY.

LECTURE

- I. Definition — Advantages of knowledge of bibliography; Range of bibliography; Antiquity of books. Ancient materials — Clay tablets of Assyria, Assyrian libraries — Palm leaf books of India — Birch bark books of Cashmere — Maya books and mss.
- II. Papyrus and its importance, preparation, grades, roll form of books — Papyrus mss. and Egyptian literature.
- III. Papyrus paper among Greeks and Romans — Methods of bookmaking and publishing in Greece and Rome. Writing instruments and inks — Mss. of Herculaneum — Public libraries of the ancients — Alexandrian and Roman libraries.
- IV. Wax tablets of the Romans — Introduction of parchment — Change from roll form to square form of books — Results of this change — Palimpsests.
- V. Latin palæography and various styles — Bookmaking in the Middle Ages — Schools of calligraphy — Scriptorium and its rules — Colophons — Monastic libraries.
- VI. Secular scribes of Middle Ages; Gilds. Art of illumination with examples of illuminated mss. — Changes resulting from introduction of paper — Cotton vs. linen paper — Block printing in China and Europe — Block books.
- VII. Invention of printing — Career of Gutenberg — Earliest printed books — Spread of the art in Germany, Italy, France, England — Printing in America.
- VIII. Incunabula — Characteristics — Types, abbreviations, signatures, colophons with examples.
- IX. Technical terms for sizes of books — Confusion of size and form — Signatures, water-marks, size notation.
- X. Bindings of books — Historical sketch — Processes of book binding — Examples.
- XI. Rare books — Fashions in books — Famous presses — Famous editions.
- XII. Illustrated books — Methods of illustration — Manuals for collectors.
- XIII. Classification of books in libraries; various systems briefly described, with examples.
- XIV. Catalogs and cataloging; various kinds of catalogs briefly described, with examples.
- XV. Aids in use of the library — Reference lists — Bibliographies, national and special, with examples.

Prof. CHARLES H. HASKINS, professor of European history in the University of Wisconsin, presented an outline of his

COURSE IN HISTORICAL BIBLIOGRAPHY, UNIVERSITY OF WISCONSIN.

My standpoint is that of the user, not the custodian, of books, and of the user of historical books in particular. There is no branch of knowledge more dependent upon bibliography than is history. The natural sciences, for example, get their bibliographies through current journals and their original materials in the laboratory, while the student of history must not only cover current literature thoroughly but is entirely dependent upon bibliographies to guide him to the primary sources of his subject of study. There is not as yet enough definite instruction in historical bibliography offered in American universities; indeed, there is some vagueness as to just what historical bibliography is. In the work at Wisconsin the course is divided into two broad sections. The first half of the course is taken up with a general account of the manuscript and printed collections of historical material in Europe and America. The second half begins with a description of the bibliographical tools which all students alike use, the national bibliographies, and the trade bibliographies of all the important countries, and goes on to consider the bibliographical materials peculiar to history and of prime

importance only to the historical student. In this connection especial stress is laid upon the historical periodicals. The aim throughout the whole course is to indicate the nature and the range of historical material, where it is to be found, what and where are the sources, so that the student will come to know what he wants and where to find it. The course is given one hour each week through a half year and is taken entirely by graduate students. The registration is usually from 8 to 12. The work in the lectures is supplemented by many references to articles and books. In the latter part of the course the "Manuel de bibliographie historique" of Langlois is used as a text in the hands of the students. The second edition of this book, which is just out, forms an exceedingly satisfactory book for this purpose, and is supplemented by informal comment and mention of additional material. In this admirable little volume nothing of importance is omitted and very little indeed which is unimportant is included. Very much is made of the actual handling of the books by the students. No regular system of practical exercises in connection with this course has yet been worked out, but progress is being made in this direction. The object is primarily to impress students with the importance of the use of bibliographical tools. Considerable practice in the use of bibliographies is also given in all the advanced courses in history.

In general I have found that much inconvenience both to students and instructors results from the habit of secluding all the most important bibliographies in the catalog room. If it be true that these bibliographies are constantly needed in the catalog room, they should be duplicated for the use of the students. This practice of seclusion would not be worth mention did it not seem to be habitual in almost all libraries, and I wish here to register a special plea that bibliographies may be shelved just as publicly as any other section of the library.

I am much interested in Mr. Josephson's proposals for developing bibliographical instruction in universities. It seems to me he has taken hold of the matter by the right end, and the establishment of a course similar to that he suggests would not only be of value to future librarians by giving them wider opportunities for general training than they can get in special schools, but would also

prove helpful to advanced students in all departments of study. I hope some university will take the matter up. I am in sympathy with any instruction, formal or informal, which brings instructors and students to a better knowledge of how to use the library and the books.

#### COURSES AT OTHER COLLEGES.

Mr. ROOT gave in detail the work he is doing at Oberlin in this line. He said:

We offer at Oberlin a course in bibliography in each college year. The first year the work has to do with the use of libraries, with questions of classification and cataloging, and is designed to aid the new students in becoming familiar with the methods in use in our own library and also with accepted methods in all well-conducted libraries. The course in the second year has to do with the history of books and of printing. This work is almost entirely historical. Some study is given to the process and history of binding, with examples of famous bindings. The third year work deals with palæography and the history and development of handwriting, illumination, and work with manuscripts in general. The fourth year work is in the nature of a seminar and is devoted to instruction in bibliography. After an outline of the leading national and trade bibliographies, problems in bibliography are handled and discussed. The courses fill half of the college year, one lecture per week being given. The work is entirely elective and the completion of all of it enables a student to elect one-eighth of his course in this subject. I should be glad to see recognition by the leading library schools of this work, perhaps giving students advanced credit when work has been satisfactorily done at any reputable college.

WALTER M. SMITH, librarian of the University of Wisconsin, briefly outlined the elementary work done there with new students, and maintained that formal lectures were not so good as practical instruction in the use of the library both from the librarian's desk and from the reference desk.

Miss SHARP, librarian of the University of Illinois, stated that a one-hour course was given there for the general student body in the use of the library. Regular university credit is given, but students may attend these lectures optionally and many do so.

ANDREW KEOGH, of Yale University Library, described a short course in the use of the li-

brary offered at that university. Two lectures are given, one in the class room and one in the library, accompanied with actual demonstration with the books. Some further and more elective work is given as graduate work at Yale, but the elementary work is compulsory with all new students.

A letter was read from Dr. H. P. TALBOT, of the Massachusetts Institute of Technology, giving full description of his

#### COURSE IN BIBLIOGRAPHY OF CHEMISTRY.

My attempts to interest my students in books and bibliographies are briefly these: For one term of 15 weeks of the junior year the students of the course in chemistry devote an hour each week (with two hours assigned for preparation) to practice in reading chemical German. The subject matter assigned is either from some work on general or analytical chemistry or from some current journal. Of late I have confined myself mostly to a work on inorganic chemistry. The purpose here is not at all to attempt to teach German, but to assist the students in acquiring a moderate facility in reading, that is, sufficient to enable them to get the *essentials* from an article, rather than to make a finished translation.

During the term following this, there is assigned to the class one or more (usually two) topics, and they are required to prepare and submit for inspection a bibliography of the journal literature upon these subjects. This year the topic assigned to the whole class was the "Determination of sulphur in irons and steels." The class (of 30) was divided into squads, and to each squad a second topic was assigned, such as "The use of sodium peroxide in analytical chemistry," "The preparation and analysis of persulphuric acid and the persulphates," "The recovery of molybdic acid from residues," etc.

General directions are given as to procedure in the compilation of the bibliography, the use of such periodicals as the *Centralblatt* as a starting point, and also the way to record and classify the references found.

This year we have used library cards for the recording of the references for the first time, with marked success. Each card was to bear the original reference, the *Centralblatt* or *Jahresbericht* reference, the title of the article (if possible) and a very brief statement

of its contents. The cards were then to be grouped according to a classification to be worked out by the student.

Each student had finally about 200 cards, often with several references on a card. They were allowed to divide the journals among the members of a given squad, and to exchange cards.

The results are most satisfactory. The work has been well done as a whole, and already I hear of resolves on their part to keep up a card catalog of interesting articles, which is a promising symptom.

Each year for some time, I have devoted a single hour near the close of the year to a brief discussion of books, from the point of view of the needs of a person desiring to collect a small library. In this connection I have put into the students hands a list of "Standard works" citing the essential reference books on the subject, and have commented briefly on the list. Please understand that this list is not by any means infallible, and that there are doubtless other works just as good as those mentioned.

Our senior students are all required to compile a bibliography of the literature of the subject chosen as a thesis, and to prepare a brief review of all recorded work, before they can begin their investigation, and the way in which they attack this work seems to indicate that the familiarity with journals and methods gained in the work of the junior year outlined above stands them in good stead.

In connection with the instruction in the history of chemistry, frequent preparation of memoirs and a study of works in this field is also required.

The list of books referred to in Dr. Talbot's letter was divided under the following heads: History of chemistry, Physiological chemistry, Organic chemistry, Technical chemistry, Agricultural chemistry, Analytical chemistry, Biography, Dictionaries, Tables, Dyeing, Foods, General chemistry, Toxicology.

J. I. WYER, librarian of the University of Nebraska, outlined a course of 16 lectures which are given there during the first semester of every alternate year, embracing national and trade bibliography, reference books, and thorough drill in subject bibliography. The work is primarily given as part of the apprentices' training for the library, but is at

tended by advanced and graduate students in other departments. Regular university credit is given for the work.

W. STETSON MERRILL, of the Newberry Library, read a paper, entitled

A DESIDERATUM FOR LIBRARY SCHOOLS.

As I am desirous that you should apprehend precisely what it is that I am to suggest as a desideratum for the library schools, I will ask to be permitted to lead up to my point, rather than state it at the outset.

We are all of us daily impressed with the rapidity of change and enlargement in the arts, sciences and various achievements of knowledge to-day. In some departments, indeed, such as the natural sciences, we expect the accepted opinions of one decade to give place to others in the next decade. But we perhaps hardly realize that there is a similar progress in the historical, sociological and religious sciences, and in the fine arts. New facts are discovered, verdicts of history are reviewed, new schools of thought and methods of study are established; new men, new theories, new things come up every year, almost every day.

Now, a librarian is expected to bring the stores of knowledge to an inquiring public; to render available the resources of accumulated wisdom which but for him would be like gold hidden in the veins of the rock. To perform this function requires of course primarily a certain amount of educational training. A library assistant should be at least a high school graduate; the librarian of a library of research should be a college bred man, as such collegiate training will be found to his own advantage and to that of his library.

But how after all their training and preparation are librarians, library workers or students of library science to keep abreast of the time? This is really the problem in what may be called the higher education of the library profession. It may be thought that the reading of annual cyclopedias, periodicals and the latest treatises will suffice to keep members of the profession posted upon all subjects of importance. Yet a little consideration will show that by such means much time and labor are sacrificed. A library worker reads in such a case, not for general information, but to ascertain definite and pertinent facts of importance to him in his special field of work. What he wishes to know

are indeed the new discoveries, facts and opinions; viewed, however, not in themselves as events in the progress of the sciences, but as bearing upon the classification and nomenclature of the respective sciences which treat of them, and upon the relations which those sciences bear to others. He needs also an up-to-date acquaintance with the great men of the time, not in a personal way, but through the contributions which they have made to knowledge. Otherwise he will not discern the authority upon any given subject from a tyro or an ignoramus. A true knowledge of bibliography does not consist merely in knowing lists of books or in knowing where to find such lists. It implies an acquaintance with the relative values of books as well.

A thoroughly equipped reference attendant or cataloger should also be familiar with the shibboleths and theories of the schools and with the opinions of scholars upon questions of the day. Now how is he to learn all this? He cannot learn it before he begins to study library work, because it is a growing, living thing — this mass of current fact and opinion. Yet he has no time to master each science for himself, and in merely cursory reading he will miss the point which is to be of most use to him in his particular line of work.

I reply that he needs the spoken word of the expert, framed and directed to meet the special requirements of his case. The expert who knows his subject in all its bearings can tell us at once just what we want to know, if we have a chance to ask him.

Let us have then before our library schools and — I may add also — our library clubs and associations, periodical talks by specialists upon their respective subjects, presenting in a concise form the progress of these sciences and arts with special reference to the needs of library workers, as outlined above.

Such a presentation will enable the librarian, the reference attendant, the cataloger or the classifier to perform his work with an assurance and a facility that can be acquired in no other way. He will be acting under expert advice. The special points to be brought out will be presented to the lecturer beforehand; he will prepare his statement, deliver it, and later answers inquiries which may have arisen. We all know how much easier it is to ask somebody about something than it is to look it up in some book. Let

questions be noted as they occur and the class be given a chance to ask them of an authority.

These lectures or talks need not and should not be confined to student class rooms. Let them be public lectures which library workers outside the school may attend upon payment of a small fee. The intrinsic interest of a lecture upon some topic of the day whether literary, historical, political, or scientific, would attract in a way that a course upon pure bibliography can never do. As our library schools are so integrally a part, as a rule, of some system of collegiate instruction, there should be no difficulty in securing the services of different members of the faculty. I may repeat also that no more useful program of work for a library club during a season could be planned than a course of just such talks as I have described. To tell the truth, the matter of this paper first occurred to me in its bearings upon the work of library clubs. To them and to the directors of our library schools it is presented for their consideration.

Following this the representatives of the various library schools were asked to describe the

#### WORK OFFERED IN BIBLIOGRAPHY AT THE LIBRARY SCHOOLS.

Mr. BISCOE described the work at Albany, running through two years, the first being taken up with trade bibliography and the second with reference work and subject bibliography. The large resources of the New York State Library enable the students to see, study and use almost all books taken up and the work is accompanied with many problems. Further elective work is also offered to students desiring to specialize along this line.

Miss PLUMMER spoke for the Pratt Institute School. During the first year a general course of instruction in bibliography is offered, beginning with trade bibliography, students being referred to the leading works of reference in English, French and German through lectures and problems given during the year. Each student is required to prepare a reading list on a selected subject, requiring considerable research work, which must be satisfactory to the instructor. The leading national and subject bibliographies are included in the lectures, and the problems frequently require consultation of these. Ten lectures are given on the history of books and printing. This is merely an outline course offered partly that

students may discover any latent inclination toward the historical course, that they may know there is that side to their work. "In the special lessons in French and German cataloging which we expect to undertake this fall," she said, "a study of foreign catalogs will be a prominent feature, and the students will collect for themselves a vocabulary of bibliographical terms in these languages. In the broad sense of the term bibliography, as we find it in the 'Century dictionary,' the subject is fairly well covered by the second year's historical course. Through the courtesy of the New York Public Library the class has had opportunity to do most of its work at the Lenox Library where there is a fine collection of reference books. The course begins with a study of reference books on the history of printing, bibliographies of the 15th century, etc., and books such as Hain, Panzer, etc., and the more general bibliographies, *e.g.*, Brunet, Graesse. The history of bookmaking is studied from the period of the manuscript through the 15th century, and some work with American and other books has been done each year. The materials used in the earliest times, the methods of production and the steps leading to the invention of printing are all treated. The history of printing is studied by country, town, and printer, chronologically, and a study of the types used by different printers is made. For practical work the class catalogs 15th century books. The books used for consultation in this course have been very numerous, and perhaps a good working knowledge of them has been the most important feature of the work. The class was not and could not be limited to books in English, but used and in part translated books of reference in foreign languages. In the work with manuscripts the historical course depends upon instruction given by Prof. Egbert, professor of Latin palæography of Columbia University, who has made up a course especially adapted to the object of our work and to the time we have to give. Twenty-three lectures, only a few of which are devoted to the bibliography of the subject, comprise the instruction, two hours' work outside being necessary on each lecture. Much more is usually done by the students, who generally live in New York city while taking the historical course. The study of successive handwritings and abbreviations as illustrated by blue-print

furnished by the professor, leads naturally to early printed books, whose types were modelled after the handwriting of the period. Reports of the work of this class have been very satisfactory."

Miss KROEGER, of the Drexel Institute Library School, described a course of 15 lectures on the history of books and printing, given at her school.

The lectures embrace the following subjects:

- I. The development of language, oral and written. Ancient systems of writing. Derivation of the English alphabet. The preservation of literature. Earliest forms of permanent records, literature, books, and libraries in the ancient civilizations of the east.
- II. The literatures of Greece and Rome. The book in the classical age. Alexandria as a literary center. Barbarian invasions of the Roman Empire. Decline and extinction of ancient culture. Destruction of books and libraries.
- III. The book in the Middle Ages. The preservation and the production of books in the monasteries. Development of the illuminated manuscript. The early Renaissance in its relation to literature and books.
- IV. The later Renaissance: revival of learning. Recovery of ancient literature. Rome, Florence, and Venice as the centers of activity. Multiplication of manuscripts. The formation of modern libraries.
- V. The art of engraving as the precursor of printing. The invention and diffusion of printing. The chief centers and the great masters of printing. The printed book and its influence upon civilization.
- VI. Book illustration in ancient, medieval, and modern times.
- VII. Books and libraries in Europe and the United States. Types of modern public libraries.
- VIII. Makers and lovers of books, and their libraries.

Miss SHARP told of the instruction in bibliography given to the students in University of Illinois Library School by the professors at the university. Several of the professors

give lectures on the bibliography of their various subjects; a subject is assigned to the students before the lecture, they are required to examine bibliographies, reviews, and the books themselves, as far as accessible in the library, and to select ten books which they would buy first for a library of 10,000 vols. This selection is criticised by the professor, who meets the class, gives them an outline of his subject, speaks of the principles of selection, mentions the writers who are considered authorities, and calls to the attention of the students valuable material not to be found in the trade lists. This is in the first year; in the second year the professors give their lectures first and the class will select their books for criticism afterwards. The professors have given most generous co-operation in the work; but their work has been uneven and many of them fail to catch the librarian's and bibliographer's point of view, and most of them acknowledge that their studies are limited to the advanced works, so that they do not know what to recommend for the small public libraries.

An interesting discussion followed as to the relation between university librarians and professors in mutual co-operation in bibliographical work.

Miss KROEGER suggested that library students who felt a special inclination for some scholastic subject might take up such study as a supplement to the library school course.

To this Mr. HASKINS remarked that the proper way would rather be the opposite, namely that the student of history, for example, who wished to take up library work, might take a course in library economy as a supplement to his university studies. He pointed out that a university graduate did not at all need to spend two years in getting familiar with library technique.

Mr. HANSON, of the Library of Congress, Mr. ANDREWS, of The John Crerar Library, and Miss CLARK, of the Department of Agriculture Library at Washington, all emphasized the need of scientific experts who should also be trained in bibliography and library economy. The opinion was strongly expressed that there was no greater desideratum in instruction in library work at present than a course offered to trained scientists who would be willing to add to their scientific training a fair knowledge of library methods.

## TRANSACTIONS OF COUNCIL AND EXECUTIVE BOARD.

**M**EETINGS of the Council of the American Library Association were held in connection with the Waukesha conference, on July 4, 5, 6, 9 and 10, in all six sessions being held. There was also a short meeting of the executive board on July 9.

Of the 25 members of Council 15 were present, as follows: C. W. Andrews, R. R. Bowker, W. H. Brett, H. J. Carr,\* F. M. Crunden, J. C. Dana, Melvil Dewey, Electra C. Doren, W. I. Fletcher, J. K. Hosiner, George Iles, Mary W. Plummer, Herbert Putnam, Katharine L. Sharp, Charles C. Soule. In addition, the members of the executive board served as *ex officio* members and officers of Council. They included the president, Henry J. Carr; ex-president, R. G. Thwaites; secretary, F. W. Faxon; recorder, Helen E. Haines; treasurer, Gardner M. Jones. The first and second vice-president—E. C. Richardson and Mrs. Salome C. Fairchild—were not present during the conference.

## PROCEEDINGS OF COUNCIL.

*Place of next meeting.* Invitations for the 1902 meeting of the American Library Association were received from Detroit, Mich.; Charleston, S. C.; Memphis, Tenn.; Brevard, N. C.; from a New Hampshire Board of Trade, suggesting a resort in the White Mountains, and from the Massachusetts Library Club, urging that the meeting be held on the eastern coast, near Boston. It was *Voted*, That place and date of next meeting be referred to the executive board, with recommendation to meet at a resort on the New England seaboard near Boston.

*Nominations for officers.* It was *Voted*, That the ex-presidents present at the meeting be appointed a committee to submit nominations for officers for 1901-2. This committee reported at a later session of the Council, and the nominations submitted were adopted, with the provision that the ticket include also without distinction names sent in on nominations signed by five members of the Association.

\* Also, as president, *ex officio* member of executive board and council.

*By-laws.* H. M. Utley, chairman of the Committee on By-laws, reported the draft of by-laws prepared by that committee. This was discussed and amended, each section being separately considered and voted upon. It was *Voted*, That the entire body of by-laws, as amended, be adopted, subject to such arrangement of sections as may be made by the president and secretary.

The by-laws were later presented to the Association in general meeting. (*See Proceedings*, p. 129.)

*Endowment Fund and Publishing Board.* Charles C. Soule, trustee of the Endowment Fund, reported that the income of the fund now on hand and to accrue during the year amounted to about \$1000, and recommended that the sum of \$500 be added to the principal of the fund, unless required by the Publishing Board or for other purposes of the Association.

W. I. Fletcher, for the Publishing Board, stated that the board would need during the ensuing year an appropriation as ample as could be secured; and it was *Voted*:

That the trustees of the Endowment Fund be authorized to transfer to the Publishing Board the income of the Endowment Fund now on hand and to accrue during the coming year.

*Reduced postal and express rates on library books.* Recommendations were submitted from the Round Table Meeting on state library commissions, as follows:

1, That the Council be requested to arrange for securing reduced rates from the express companies for travelling libraries;

2, That the Council be requested to give its support to the Jenkins bill providing for the transmission of library books by rural free delivery;

3, That the Council be requested to actively interest itself in securing lower postage rates on library books.

After discussion it was *Voted*, That a committee of five of the Council be appointed on express and postal rates for library books, to negotiate with the express companies, to co-



operate with regard to Congressional legislation, and to report further to the Council as to the postal question.

The committee was appointed as follows: E. H. Anderson, chairman; J. S. Billings, W. C. Lane, R. R. Bowker, Johnson Brigham. It was *Voted*:

That in case of the inability of any member of the committee to serve, the retiring president be authorized to fill vacancies.

*Relation of libraries to the book trade.* It was *Voted*, That the executive board be requested to appoint a committee of five to consider and report upon the relation of libraries to the book trade.

*Cataloging rules for printed cards.* It was *Voted*, That the Council authorize the promulgation of the proposed A. L. A. cataloging rules for printed cards, so soon as the Publishing Board and its special advisory committee, and the Library of Congress, shall have agreed upon the details of same;

That the committee on cataloging rules for printed cards be requested also to formulate the variations from those rules which they recommend for manuscript work.

*List of American dissertations.* The College and Reference Section submitted the following communication:

"To the Council of the A. L. A.:

"The College and Reference Section, at its recent meeting, appointed the undersigned, a committee to prepare and report to the council the draft of a request with reference to an annual list of American dissertations for the degree of doctor of philosophy or science. We would, therefore, respectfully ask that the approval of the Council be given to the plan outlined herein, viz:

"To send to such institutions of learning in the United States and Canada as confer the degree of doctor of philosophy or science, after residence and examination, the following circular letter:

"To the President and Faculty of ———.

"GENTLEMEN: The College and Reference Section of the American Library Association, with the approval of the Council of such Association, respectfully requests that your institution publish in its annual catalog, or corresponding publication, a list of the dissertations accepted from persons who have been granted the degree of doctor of philosophy or science during the preceding academic year,

and a supplementary list of all dissertations printed since the publication of the last annual catalog. This list should contain the following particulars: The full name and year of graduation of the author; the full title of the dissertation; the year of imprint, and, if a reprint, the title, volume, and pagination of the publication from which it was reprinted.

"We also request your institution to require a title-page for each dissertation, giving, in addition to the full name of author and title of dissertation, the year in which the degree was conferred, and in which the dissertation was printed, and, if a reprint, the title, volume and pagination of the publication where it was first printed.

"A compliance with these requests will be a most valuable service to the college and reference libraries of the country."

The section further instructed us to suggest to the Council the desirability of the compilation and publication of a complete list of such dissertations to July, 1900.

BERNARD C. STEINER, WALTER M. SMITH, CLEMENT W. ANDREWS,	}	<i>Committee.</i>
--	---	-------------------

It was *Voted*,

That the circular letter prepared by the Committee of the College and Reference Section be approved, and that the executive board authorize the necessary slight expense of printing and postage required;

That a committee of the College and Reference Section be appointed to secure the publication of the list of dissertations referred to without expense to the A. L. A.

*Prosecution of book thieves.* Communications were read from C. K. Bolton, recommending that the Council appropriate, when necessary, from the income of the Endowment Fund, money to be used in the detection or prosecution of book thieves. It was pointed out that "a few men systematically rob libraries, particularly in small poor towns that happen to have some rare books. To gather evidence and rid us of these men requires money, and seems very properly to come within our field of work." No action was taken on the subject.

*Minute on John Fiske.* The memorial minute on John Fiske, prepared by the special committee, consisting of J. K. Hosmer, George Iles and R. G. Thwaites, was submitted to the Council and recommended for

presentation to the Association, to be spread upon the records. (See Proceedings, p. 130.)

#### TRANSACTIONS OF THE EXECUTIVE BOARD.

*List of American dissertations.* In accordance with vote of Council, the following committee from the College and Reference Section was appointed to arrange for the publication of the list of dissertations proposed by the section: B. C. Steiner, C. W. Andrews, W. M. Smith.

*Committee on resolutions.* A committee on resolutions to serve during the Waukesha conference was appointed, as follows: Herbert Putnam, Mary W. Plummer, J. C. Dana.

*Secretary's expenses.* A communication

was received from the Finance Committee, recommending that the sum of \$425 be allowed for the expenses of the secretary's office for the year ending July 16, 1901. It was *Voted*, That \$100 additional be also appropriated for the secretary's expenses for the past year.

*Non-library membership.* It was *Voted*, That the names of 38 persons not engaged in library work, as presented by the treasurer, be accepted for membership in the Association.

No meeting of the incoming Council or executive board was held, and the appointment of special and standing committees, reporters, etc., was therefore deferred.

HELEN E. HAINES, *Recorder.*

#### ELEMENTARY INSTITUTE.

AN Elementary Institute, for the presentation of "first principles" in library work, was held in the assembly room of the Fountain Spring House on Tuesday evening, July 9. In the absence of Miss Cornelia Marvin, chairman, Miss L. E. Stearns presided. The meeting was quite informal, and there were no prepared papers, except one by Miss GRATIA COUNTRYMAN on

#### OPPORTUNITIES.

(See p. 52.)

An introductory speech was made by Mr. Dewey, who spoke of the educational force

that libraries should exert in the community, and the varied field before the public library of to-day. There was some general discussion, in the course of which J. C. Dana read a letter describing pioneer library work carried on in the Yukon district of Alaska, and E. P. McElroy told of some interesting incidents connected with the work of his library at Algona, Iowa.

An early adjournment was made to attend the display of stereopticon views of library buildings which was given on the same evening.

#### ILLINOIS STATE LIBRARY SCHOOL ALUMNI ASSOCIATION.

A MOST enthusiastic reunion of the alumni of the Illinois State Library School was held at Waukesha on July 5, in connection with the meeting of the A. L. A.

Forty-seven members of the Alumni Association sat down to a long table which had been spread for them in the dining-room of the Fountain Spring House, where a very pleasant hour was passed in renewing old friendships and hearing about the work of classmates who had gone out to make themselves famous in the library world.

Following the dinner a business meeting was held, after which the members listened to a most interesting report by Miss Featherine L. Sharp, director of the Illinois State Library

School, on the growth and present condition of the school, showing the changes which have come to it from its connection with the University of Illinois.

Miss Sharp gave an outline of each course as it is now given in the school, noting the changes which have been made and the reasons for these changes. The report was of especial interest to the early graduates of the school, who could follow the changes made in the course of instruction, the general development in scope and methods, and could so well comprehend the great growth of the school since its establishment at Armour Institute of Technology, in Chicago, in 1893.

MARGARET MANN, *Secretary.*

## THE SOCIAL SIDE OF THE WAUKESHA CONFERENCE.

BY JULIA T. RANKIN, *Carnegie Library, Atlanta, Ga.*

to chronicle the social side of the twenty-third annual meeting of the American Library Association is a pleasant duty. To recall of the courtesies extended to us by our friends of the Middle West would take more than is at my disposal and more space than the Proceedings allot to the frivolous diversions of the strenuous librarians. Throughout the entire period of the meeting, the people of Waukesha did everything in their power to make the time pass pleasantly. Mr. Walker, the proprietor of the Fount Spring Hotel, worked early and late to make the members comfortable. Golf had a green marked for its own, and these were not deterred by the 110°-in-the-shade conditions. Dancing was in order every evening after the meetings (Sunday excepted). The gentleman from Washington is said to have solved the problem of how often a man can dance with the same girl in a given evening. The piazzas were ample and as each of some spring sooner or later, the "water" became popular. The dining-room in the language of the daily papers, added to its utmost," but all shortcomings were treated with good-natured indifference. It was understood that the hotel had accommodated so many people in its history, and the management promptly increased its force of servants to meet the occa-

sion. According to the program the social side of the conference should have begun on the evening of July 3 with "friendly greetings" at 10 p.m.; but as the New York party did not arrive until 9 p.m., and the New England party not until 2 a.m., it will readily be seen that the friendly greetings had to be postponed. Social amenities, however, commenced the morning of "the Fourth" when the liberal early bird, arrayed in cool flannels and a white duck, promenaded the long veranda of the Fountain House and greeted the arrivals. As the "later arrivals" had to come from a distance during one of the hottest weeks of the hottest summer season, and were consequently covered with dust and cinders, it was tantalizing to see the

earlier arrivals in such cool array, and welcome speeches were cut short until the dust of travel could be removed.

The coolness of the evening found a refreshed, summer-attired conference wending its way to the Methodist Church where the public meeting was held. The speeches were interrupted repeatedly by the festive small boy and his Fourth of July crackers. The explosions caused untimely mirth when they punctuated or emphasized the well rounded periods of the orators. The formal meeting was followed by informal groups on the veranda of the hotel and at the springs where thirsty mortals never tired of drinking the "fizzy" waters, that have made Waukesha famous as the "Saratoga of the West," and, indeed, the place has many features similar to its famous Eastern prototype.

Friday evening was devoted to various dinner parties of the alumni of the library training schools, and the dining-room with its long tables and flowers presented a festive scene. College yells and class cheers resounded through the halls. One got a good idea of the number of technically trained library assistants now dispersed over the country.

Saturday evening the hotel management provided a dance for the guests and the great dining hall was transformed into a gay ballroom. Although Mr. Cutter was absent the dancing contingent was ably represented, and a delightful evening was enjoyed.

The program meetings were well attended and the many papers presented during the sultry days of the first week made Sunday a welcome day. The Rest Cure seemed to be the order of the day until after lunch, when most of the members went to Milwaukee to see the public library, where an informal reception was held. Misses Stearns, Dousman, Van Valkenburgh and Stillman entertained a party of 40 at White Fish Bay. A trolley ride to Milwaukee and on to this beautiful bay proved a good appetizer for the very excellent lunch provided. The view of the lake was keenly enjoyed and the day was clear and cool. Twenty miles home and an early supper, and most of us were willing to retire ear-



at Milwaukee to take the lake trip to Buffalo *en route* to our homes.

We stood in silence as the big white *North-west* loomed in sight. This ship and its twin-sister the *Northland* represent the perfection of modern lake travel and rival the trans-Atlantic liners in elegance and comfort. It was a sleepy party that sought staterooms early. The morning came fine and cloudless, and although the dawn and sunrise on the water seemed to come very early in this high latitude, it was a thing of beauty—an aquarelle of Nature's best workmanship. The trip to Mackinac was marked by the organization of the Infinite Eight, a secret society having blood-curdling ritual and banded together for offensive and defensive tactics in the war upon the cuisine—led by the gallant survivor of the "Adventures of a house-boat." This company attacked everything that was before it and demolished everything within its reach. Not until the last day were any reverses recorded and then Neptune with his trident reduced the gallant band to four. In memory of this glorious record the survivors have applied for arms consisting of a ship rampant on a field azure and the motto

*Puellæ Pallidæ non ad cenam veniunt.*

When Buffalo was reached the Pan-American exhibition claimed everyone's attention. Most of the party were there by eleven o'clock and spent the rest of the day. Mr. Elmendorf claimed a number of the men and gave them a delightful dinner in "In Nuremburg," and everyone was in front of the great pilons in time to see the electricity turned on at 8.30, after which the gondoliers became popular. It was Georgia Day at the Exposition and the A. L. A. members who had attended the Atlanta conference were greeted by a familiar figure in the person of Mr. Cabiniss, who had addressed the Association at Atlanta and was one of the orators of the day. The most popular part of the proceedings, however, was the singing of the refrain

"He laid aside a suit of gray  
To wear the Union blue"

which was cheered and encored many times.

Sunday was spent at Niagara Falls by most of the survivors and everything was accomplished, even to going under the American Falls. Many goodbyes were said in the Nuremburg restaurant at the Exposition that evening and the shutting off of the electric light closed one of the pleasantest post-conference trips in the history of the Association.

## OFFICERS AND COMMITTEES

### SERVING IN 1900-01 AND DURING WAUKESHA CONFERENCE.

**President:** Henry J. Carr, Scranton Public Library.

**First vice-president:** Ernest C. Richardson, Princeton University Library.

**Second vice-president:** Salome Cutler Fairchild, New York State Library.

**Secretary:** Frederick W. Faxon, Boston Book Co.

**Treasurer:** Gardner M. Jones, Salem Public Library.

**Recorder:** Helen E. Haines, *Library Journal*, New York.

**Registrar:** Nina E. Browne, A. L. A. Publishing Board, Boston.

**Trustees of the Endowment Fund:** Charles C. Soule, Brookline; John M. Glenn, Baltimore, Md.; G. W. Williams, Salem, Mass.

**A. L. A. Council:**\* Henry J. Carr, John C. Dana, Melvil Dewey, George Iles, Mary W. Plummer, R. R. Bowker, C. A. Cutter, W. I. Fletcher, W. E. Foster, Caroline M. Hewins, Wm. H. Brett, F. M. Crunden, Frank P. Hill, Hannah P. James, J. N.

Larned, C. W. Andrews, John S. Billings, Electra C. Doren, Wm. C. Lane, J. L. Whitney, C. H. Gould, J. K. Hosmer, Herbert Putnam, Katharine L. Sharp, Charles C. Soule.

**Executive Board:** President, ex-president (R. G. Thwaites), vice-presidents, secretary, treasurer, recorder.

**Publishing Board:** Chairman, W. I. Fletcher; W. C. Lane, George Iles, R. R. Bowker, Melvil Dewey.

### STANDING COMMITTEES.

**Finance:** James L. Whitney, George T. Little, Charles K. Bolton.

**Co-operation:** W. L. R. Gifford, W. R. Eastman, Electra C. Doren, J. G. Moulton, Agnes E. Van Valkenburgh.

**Public Documents:** R. R. Bowker, Adelaide R. Hasse, W. E. Henry, Johnson Brigham.

**Foreign Documents:** C. H. Gould, C. W. Andrews, L. B. Gilmore, James Bain, Jr.

**Co-operation with Library Department of N. E. A.:** J. C. Dana, Melvil Dewey, F. A. Hutchins.

\*Also includes members of executive board.

## SPECIAL COMMITTEES.

*By-Laws:* H. M. Utley, W. C. Lane, B. C. Steiner.  
*Gifts and Bequests:* Reporter, George Watson Cole.  
*Handbook of American Libraries:* F. J. Teggart, T. L. Montgomery, C. W. Andrews.  
*International Catalog of Scientific Literature:* John S. Billings, C. W. Andrews, Cyrus Adler.  
*International Co-operation:* E. C. Richardson, R. R. Bowker, S. H. Ranck, Mary W. Plummer, Cyrus Adler.  
*Library Training:* John C. Dana, W. H. Brett,

Electra C. Doren, Eliza G. Browning, E. C. Richardson.

*Title-pages to Periodicals:* W. I. Fletcher, Thorvald Solberg.

## SECTIONS AND SECTION OFFICERS.

*College and Reference Section:* Chairman, W. I. Fletcher; secretary, Olive Jones.

*State Library Section:*\* Chairman, L. D. Carver; secretary, Maude Thayer.

*Trustees' Section:* Chairman, H. M. Leipziger; secretary, T. L. Montgomery.

*Catalog Section:* Chairman, A. H. Hopkins; secretary, Agnes E. Van Valkenburgh.

*Children's Librarians' Section:* Chairman, Annie C. Moore; secretary, Mary E. Dousman.

## ATTENDANCE REGISTER.

ABBREVIATIONS: F., Free; P., Public; L., Library; Ln., Librarian; As., Assistant; Ref., Reference; S., School; Com., Commission; Tr. Trustee.

Abbott, Elizabeth Lilyan, As. P. L., Cincinnati, O.  
 Adams, Katharine S., Ln. Adams Memorial L., Wheaton, Ill.  
 Adams, Zella Frances, Library Organizer, 624 Church St., Evanston, Ill.  
 Ahern, Mary Eileen, Ed. *Public Libraries*, Library Bureau, Chicago, Ill.  
 Allen, Jessie, As. P. L., Indianapolis, Ind.  
 Allen, Jessie M., 229 No. Topeka Ave., Wichita, Kan.  
 Allen, Sylvia M., As. P. L., St. Louis, Mo.  
 Ambrose, Lodilla, As. Ln. Northwestern Univ. L., Evanston, Ill.  
 Anderson, Edwin Hatfield, Ln. Carnegie L., Pittsburgh, Pa.  
 Andrews, Clement Walker, Ln. The John Crerar L., Chicago, Ill.  
 Apple, Helen, As. P. L., Milwaukee, Wis.  
 Applegate, Elsie, As. P. L., Indianapolis, Ind.  
 Bacon, Gertrude, As. P. L., Milwaukee, Wis.  
 Baker, Florence E., State Hist. Soc. L., Madison, Wis.  
 Baldwin, Clara F., Ln. Minn. State L. Commission, 514 Masonic Temple, Minneapolis, Minn.  
 Ball, Lucy, Ex. Ln., 210 N. Union St., Grand Rapids, Mich.  
 Bangs, Mary Freeman, 80 Huntington Ave., Boston, Mass.  
 Bardwell, Willis Arthur, As. Ln. P. L., Brooklyn, N. Y.  
 Bardwell, Mrs. Willis A., Brooklyn, N. Y.  
 Barker, Bess L., As. P. L., Portland, Oregon.  
 Barnard, Pierce R., As. P. L., St. Louis, Mo.  
 Barnes, Mrs. Clara P., Ln. Gilbert M. Simmons L., Kenosha, Wis.  
 Bate, Florence E., McClure, Phillips & Co., 141 E. 25th St., N. Y. City.  
 Bates, Flora J., Cataloger, 7013 Yale Ave., Chicago.  
 Beck, Sue, Ln. P. L., Crawfordsville, Ind.

Beer, William, Ln. Howard Memorial L. and Fisk Free and P. L., New Orleans, La.  
 Bell, Martha W., Ln. P. L., Beloit, Wis.  
 Benedict, Laura Estelle Watson, Ln. Lewis Institute, Chicago, Ill.  
 Bennett, Helen Prentiss, Ln. P. L., Mattoon, Ill.  
 Berryman, J. R., Ln. State L., Madison, Wis.  
 Best, Mrs. Louise L., Ln. P. L., Janesville, Wis.  
 Billon, Sophie C., Ln. L. Assoc., Davenport, Ia.  
 Biscoe, Ellen Lord, Albany, N. Y.  
 Biscoe, Walter Stanley, Senior Ln. State L., Albany, N. Y.  
 Bishop, William Warner, Ln. Academic Dept., Polytechnic Institute of Brooklyn, N. Y.  
 Blend Belle, As. P. L., Milwaukee, Wis.  
 Booth, Jessie, As. P. L., Chicago, Ill.  
 Bowerman, George Franklin, Ln. Wilmington Inst. F. L., Wilmington, Del.  
 Bowerman, Mrs. George F., Wilmington, Del.  
 Bowker, R. R., Ed. *Library Journal*, N. Y. City.  
 Bradley, Isaac S., Ln. and Asst. Supt. State Hist. Soc., Madison, Wis.  
 Branch, Elizabeth, Univ. of Ill. L. S., Champaign, Ill.  
 Brett, W. H., Ln. P. L., Cleveland, O.  
 Briesen, Henriette von, Ln. P. L., Manitowoc, Wis.  
 Brigham, Johnson, Ln. State L., Des Moines, Ia.  
 Brigham, Mrs. Johnson, Des Moines, Ia.  
 Brigham, Mabel, As. P. L., Milwaukee, Wis.  
 Brown, Bertha Mower, Ln. P. L., Eau Claire, Wis.

\* The State Library Section held no meeting, as such, but its interests were represented in the meeting of the National Association of State Librarians, held simultaneously with the A. L. A. meeting, and reported in *Library Journal*, July, 1901, p. 397.

- Brown, Gertrude L., Cataloger F. P. L., Evanston, Ill.
- Brown, Margaret W., Travelling L. As., State L., Des Moines, Ia.
- Brown, Walter L., As. Supt. P. L., Buffalo, N. Y.
- Browne, Nina E., Sec'y A. L. A. Publishing Board, 10½ Beacon St., Boston, Mass.
- Registrar, A. L. A.
- Browning, Eliza G., Ln. P. L., Indianapolis, Ind.
- Buntjescher, Josephine, As. P. L., Milwaukee, Wis.
- Burnet, Duncan, 701 Glenwood Av., Avondale, Cincinnati, O.
- Burns, Adeline, As. P. L., Milwaukee, Wis.
- Burton, Kate, Ln. P. L., Geneva, Ill.
- Calkins, Mary J., Ln. P. L., Racine, Wis.
- Canfield, Dr. James H., Ln. Columbia Univ. L., New York, N. Y.
- Cargill, Joseph, As. P. L., Milwaukee, Wis.
- Carpenter, Mary F., Ln. State Normal School, West Superior, Wis.
- Carr, Henry J., Ln. P. L., Scranton, Pa., and Pres. A. L. A.
- Carr, Mrs. Henry J., Scranton, Pa.
- Carter, Lillian M., As. P. L., Milwaukee, Wis.
- Carver, L. D., Ln. State L., Augusta, Me.
- Carver, Mrs. L. D., Augusta, Me.
- Chapin, Arlena M., 1st As. State L., Indianapolis, Ind.
- Chapman, Mabel E., Ln. Milwaukee-Downer College, Milwaukee, Wis.
- Chapman, Susan, As. P. L., Milwaukee, Wis.
- Chase, Adelaide M., 109 Brooks St., W. Medford, Mass.
- Chase, Jessie C., As. P. L., Detroit, Mich.
- Cheney, John Vance, Ln. Newberry L., Chicago, Ill.
- Chipman, Kate, Ln. P. L., Anderson, Ind.
- Clark, Josephine A., Ln. U. S. Dept. of Agriculture, Washington, D. C.
- Clarke, Elizabeth Porter, Ref. Ln. F. P. L., Evanston, Ill.
- Clatworthy, Linda M., Cataloger P. L., Dayton, O.
- Coad, Priscilla, As. P. L., Milwaukee, Wis.
- Cole, Theodore Lee, ex-Trustee, 13 Corcoran Bldg., Washington, D. C.
- Colerick, Margaret M., Ln. P. L., Fort Wayne, Ind.
- Cooke, Thos. F., Pres. F. L., Algona, Ia.
- Corey, Deloraine Pendre, Pres. P. L., Malden, Mass.
- Corey, Mrs. Deloraine P., Malden, Mass.
- Cory, H. Elizabeth, Ln. Carnegie L., Lawrenceville Br., Pittsburgh, Pa.
- Countryman, Gratia A., As. Ln. P. L., Minneapolis, Minn.
- Crafts, Lettie M., As. Ln. Univ. of Minnesota, Tr. P. L., Minneapolis, Minn.
- Craver, Harison Warwick, As. Carnegie L. Technical Science Dept., Pittsburgh, Pa.
- Crawford, Esther, Head Instructor Summer School for Librarians, State Univ., Iowa City, Ia.
- Crim, Margaret E., Clerk P. L. Com. of Indiana, Indianapolis, Ind.
- Crunden, Frederick M., Ln. P. L., St. Louis, Mo.
- Curran, Mrs. Mary H., Ln. P. L., Bangor, Me.
- Cutter, William Parker, Chief Order Division L. of Congress, Washington, D. C.
- Dana, John Cotton, Ln. City L., Springfield, Mass.
- Danforth, George F., Ln. Indiana Univ. L., Bloomington, Ind.
- Davis, H. W., *Milwaukee Free Press*, Milwaukee, Wis.
- Davis, Olin Sylvester, Ln. P. L., Lakeport, N. H.
- Dean, C. Ruth, As. P. L., St. Louis, Mo.
- Decker, Cora M., As. Ln. P. L., Scranton, Pa.
- De Moe, Claire, As. P. L., Milwaukee, Wis.
- Denison, George A., C. & G. Merriam Co., Springfield, Mass.
- Denton, J. H., Chairman P. L. Com., Toronto, Canada.
- Dewey, Melvil, Director State L., Albany, N. Y.
- Dexter, Lydia Aurelia, 2920 Calumet Ave., Chicago, Ill.
- Dickey, Helene L., Ln. Chicago Normal S., Chicago, Ill.
- Dill, Miss Minnie A., As. Ln. P. L., Decatur, Ill.
- Dillingham, W. P., Tr. State L., Montpelier, Vt.
- Dippel, Clara E., As. P. L., Indianapolis, Ind.
- Dixson, Mrs. Zella A., Ln. Univ. of Chicago, Chicago.
- Dockery, Mrs. E. J., F. L. Com., Boise, Idaho.
- Donaldson, Allison, As. P. L., Milwaukee, Wis.
- Doolittle, Hattie A., Ln. Williams F. L., Beaver Dam, Wis.
- Doren, Electra Collins, Ln. P. L., Dayton, O.
- Douglas, Matthew Hale, Ln. Iowa Coll. L., Grinnell, Ia.
- Dousman, Mary Ella, Head Children's Dept., P. L., Milwaukee, Wis.
- Downey, Mary E., As. Ln. Field Columbian Museum, Chicago.
- Drummond, Mary, Tr. Adams Memorial L., Wheaton, Ill.
- Dudley, W. H., As. Ln. Univ. of Wisconsin, Madison, Wis.
- Durham, Josephine E., Ln. P. L., Danville, Ill.
- Dwight, Agnes L., Ln. F. P. L., Appleton, Wis.
- Earl, Mrs. Elizabeth C., P. L. Com. of Indiana, Connersville, Ind.
- Eastman, Linda A., Vice-Ln. P. L., Cleveland, O.
- Eastman, William Reed, Inspector P. L. Dept., State L., Albany, N. Y.
- Eaton, Harriet L., As. P. L., Oshkosh, Wis.
- Elliott, Carrie, Ref. Ln. P. L., Chicago.

- Elliott, Julia E., Ln. P. L., Marinette, Wis.  
 Ellison, Mrs. Annette C., Children's Ln. P. L., Minneapolis, Minn.  
 Elrod, Jennie, Ln. P. L., Columbus, Ind.  
 Engle, Emma R., As. F. L., Philadelphia, Pa.  
 Ensign, Katherine W., 404 E. 2d St., Duluth, Minn.  
 Evans, Mrs. Alice G., Ln. P. L., Decatur, Ill.  
 Faddis, Miss Zoe, As. Chicago S. of Education L., Chicago.  
 Fairbanks, May L., Ln. Cornell Coll., Mt. Vernon, Ia.  
 Fatout, Nellie B., Ln. P. L., Elwood, Ind.  
 Faxon, Frederick Winthrop, Manager Library Dept., The Boston Book Co., Boston, Secretary of A. L. A. (address 108 Glenway St., Dorchester, Mass.)  
 Faxon, Mrs. F. W., Dorchester, Mass.  
 Felt, Anna E., Financial Secy. Board of Library Directors, Galena, Ill.  
 Fernald, Helen Augusta, 384 Adams St., Dorchester, Mass.  
 Ferrell, Cullom Holmes, Washington, D. C.  
 Ferrell, L. C., Supt. of Documents, Washington, D. C.  
 Ferrell, Mrs. L. C., Washington, D. C.  
 Field, Walter T., Library Dept. Ginn & Co., 378 Wabash Ave., Chicago, Ill.  
 Field, Mrs. Walter T., Chicago, Ill.  
 Fitzgerald, Eva M., Ln. P. L., Kokomo, Ind.  
 Fletcher, William I., Ln. Amherst Coll. L., Amherst, Mass.  
 Flint, Col. Weston, Ln. P. L. of the District of Columbia, Washington, D. C.  
 Forstall, Gertrude, As. The John Crerar L., Chicago, Ill.  
 Foss, Sam Walter, Ln. P. L., Somerville, Mass.  
 Foster, Mary Stuart, As. Wis. State Hist. Soc., Madison, Wis.  
 Foye, Charlotte H., As. The John Crerar L., Chicago, Ill.  
 Frame, Hon. A. J., Waukesha, Wis.  
 Frame, Walter, Waukesha, Wis.  
 Freeman, Marilla Waite, Ln. P. L., Michigan City, Ind.  
 Gainer, Mrs. C. A., Ln. State L., Boise, Idaho.  
 Galbreath, C. B., Ln. State L., Columbus, O.  
 Gale, Ellen, Ln. P. L., Rock Island, Ill.  
 Ganley, Marie, Cataloger P. L., Detroit, Mich.  
 George, Helene Thekla, Ln. F. P. L., Sioux Falls, S. D.  
 Gerould, James Thayer, Ln. Univ. of Missouri L., Columbia, Mo.  
 Glatfelter, Mr. J. H., L. Bldg. Committee, State Normal School, Emporia, Kan.; Supt. City School, Atchison, Kan.  
 Godard, George S., Ln. State L., Hartford, Conn.  
 Goding, Sarah E., As. Ln. F. L., Philadelphia, Pa.  
 Goldberger, Ottilie, Clerk P. L., Chicago, Ill.  
 Gould, H. A., L. Dept. A. C. McClurg & Co., Chicago, Ill.  
 Goulding, Philip S., Head Cataloger Univ. of Missouri L., Columbia, Mo.  
 Gove, Hon. P. L., Mayor, Waukesha, Wis.  
 Graham, Emma, Ln. P. L., Sidney, O.  
 Grav, John H., Tr. Northwestern Univ. L., Evanston, Ill.  
 Greene, Janet M., Organizer, 4812 Indiana Ave., Chicago.  
 Gunthorp, Pauline, As. The John Crerar L., Chicago, Ill.  
 Hackett, Irene A., Ln. Y. M. C. A. L., Brooklyn, N. Y.  
 Hafner, Alfred, Bookseller, 9 E. 16th St., New York, N. Y.  
 Hafner, Mrs. Alfred, New York, N. Y.  
 Haines, Helen E., Managing Ed. *Library Journal*, N. Y. City. Recorder A. L. A.  
 Hall, Howard J., Ln. Univ. of Arizona L., Tucson, Ariz.  
 Haller, F. L., Trav. L. Commissioner, care Lininger & Metcalf Co., Omaha, Neb.  
 Hamilton, Ella A., Ln. P. L., Whitewater, Wis.  
 Hanna, Belle S., Ln. P. L., Greencastle, Ind.  
 Hanson, James Christian Meinich, Chief Catalog Division, L. of Congress, Washington, D. C.  
 Hardy, E. A., Sec. P. L., Lindsay, Ont.  
 Harpole, Minnie P., As. Ln. Library Bureau, Chicago.  
 Harris, George William, Ln. Cornell Univ. L., Ithaca, N. Y.  
 Harrison, Joseph Le Roy, Ln. Providence Athenaeum, Providence, R. I.  
 Harter, Lyle, Ln. P. L., Huntington, Ind.  
 Hartswick, Howard B., 1st As. State L., Harrisburg, Pa.  
 Hartswick, Mrs. Jennie Betts, Clearfield, Pa.  
 Hawley, Emma A., As. Ln. State Hist. Soc., Madison, Wis.  
 Hawley, Mary E., As. Cataloger The John Crerar L., Chicago, Ill.  
 Hayes, Rutherford Platt, Asheville, N. C.  
 Henderson, Mrs. Kate A., Ln. P. L., Joliet, Ill.  
 Henneberry, Kate M., As. Ln. P. L., Chicago.  
 Hensel, Martin, Ln. P. School L., Columbus, O.  
 Henry, W. E., Ln. State L., Indianapolis, Ind.  
 Hild, Frederick H., Ln. P. L., Chicago, Ill.  
 Hill, Cora M., Supt. Circulating Dept. F. P. L., Evanston, Ill.  
 Hill, Prof. J. H., Latin Professor; Chairman L. Committee, State Normal School, Emporia, Kan.  
 Hilligoss, Gertrude, As. P. L., Indianapolis, Ind.  
 Hine, J. W., Art Metal Construction Co., Boston.  
 Hine, Mrs. J. W., Boston.  
 Hoagland, Merica L., Organizer of Indiana, Office of P. L. Com., State House, Indianapolis, Ind.  
 Hock, Mrs. Maggie, Kokomo, Ind.  
 Hodges, Nathaniel Dana Carlile, Ln. P. L., Cincinnati, O.  
 Hoover, Anna F., Ln. P. L., Galesburg, Ill.  
 Hopkins, Anderson Hoyt, As. Ln. The John Crerar L., Chicago, Ill.



- Horne, Miss Lulu, As. City L., Lincoln, Neb.  
 Hornor, Martha, As. P. L., Milwaukee, Wis.  
 Hosmer, Prof. James Kendall, Ln. P. L., Minneapolis, Minn.  
 Hostetter, A. B., Supt. and Sec'y Illinois Farmers' Institute, Springfield, Ill.  
 Hostetter, Mrs. A. B., Springfield, Ill.  
 Hough, Georgia Rodman, Ln. P. L., Madison, Wis.  
 Howard, Clara E., Student Univ. of Ill. L. S., Champaign, Ill.  
 Howey, Mrs. Laura E., Ln. Hist. Dept. State L., Helena, Mont.  
 Hoyt, Jessie F., As. P. L., Eau Claire, Wis.  
 Hubbard, Anna G., Ref. Ln. State L., Indianapolis, Ind.  
 Hubbell, Jennie P., Ln. P. L., Rockford, Ill.  
 Huse, Hiram A., Ln. State L., Montpelier, Vt.  
 Hutchins, Frank A., Sec. Wisconsin F. L. Commission, Madison, Wis.  
 Hyer, F. S., Agent Houghton, Mifflin & Co., 378 Wabash Ave., Chicago, Ill.  
 Iles, George, Journalist, Park Ave. Hotel, N. Y. City.  
 Ingalls, Jennie, Ln. P. L., Fort Madison, Ia.  
 Johnson, Mary Hannah, Ln. Howard L., Nashville, Tenn.  
 Jones, Elizabeth D., Pasadena, Cal.  
 Jones, Gardner Maynard, Ln. P. L., Salem, Mass. Treasurer A. L. A.  
 Jones, Mary Letitia, Ln. P. L., Los Angeles, Cal.  
 Jones, Olive, Ln. Ohio State Univ. L., Columbus, O.  
 Josephson, Aksel Gustav Salomon, Cataloger The John Crerar L., Chicago, Ill.  
 Jutton, Emma R., Reviser Univ. of Ill. L. S., Champaign, Ill.  
 Kautz, F. R., Tr. Butler Coll. L., Irvington, Ind.  
 Kealhofer, William, Tr. Washington Co. F. L., Hagerstown, Md.  
 Keefer, Jessie G., As. P. L., Scranton, Pa.  
 Kellogg, Myra, As. P. L., Indianapolis, Ind.  
 Kelso, Tessa L., with Baker, Taylor Co., N. Y. City.  
 Kennedy, John Pendleton, L. of Congress, Washington, D. C.  
 Keogh, Andrew, Ln. Linonian & Brothers L., Yale Univ., New Haven, Conn.  
 Kercheval, Margaret McE., 1st As. Howard L., Nashville, Tenn.  
 Kerr, Willis Holmes, Acting Vice-Pres. Bellevue Coll., Bellevue, Neb.  
 Knudson, Signa, As. P. L., Milwaukee, Wis.  
 Kohler, Minnie, Ln. P. L., Moline, Ill.  
 Kregel, F. W., Adv. Dept. *Public Libraries*, Library Bureau, Chicago, Ill.  
 Kroeger, Miss Alice Bertha, Ln. Drexel Inst. L., Philadelphia, Pa.  
 Lamb, Mary J., As. P. L., Fond du Lac, Wis.  
 Lane, Harriet, Ln. P. L., Freeport, Ill.  
 Lane, Lucius Page, As. P. L., Boston, Mass.  
 Langton, Joseph F., As. Ln. P. L., St. Louis, Mo.  
 Larson, Charles A., As. P. L., Chicago.  
 Lawson, Publius V., Vice-Pres. L. Board, Menasha, Wis. Pres. Fox River Valley L. Assoc. Pres. Winnebago County Board of Libraries.  
 Leach, Davis Parker, Ln. L. Assoc., Portland, Ore.  
 Leavitt, Charlotte D., Ln. McClymonds P. L., Massillon, O.  
 Leipziger, Dr. Henry M., Consulting Ln. Aguilar F. L., New York, N. Y.  
 Leipziger, Pauline, Ln. Aguilar F. L., New York, N. Y.  
 Leonard, Charles H., 414 E. Fulton St., Grand Rapids, Mich.  
 Leonard, Mrs. Charles H., Grand Rapids, Mich.  
 Lewis, Kate, West Superior, Wis.  
 Light, Matilda M., As. P. L., Dayton, O.  
 Lindsay, Mary Boyden, Ln. F. P. L., Evanston, Ill.  
 Little, George T., Ln. Bowdoin Coll. L., Brunswick, Me.  
 Lucas, Stella, Ln. Memorial F. L., Menomonie, Wis.  
 Luce, Cyrus G., Pres. Michigan L. Com., Coldwater, Mich.  
 Luce, Mrs. Cyrus G., Coldwater, Mich.  
 Lyman, Edna, Children Ln. Scoville Inst., Oak Park, Ill.  
 McCaine, Mrs. Helen J., Ln. P. L., St. Paul, Minn.  
 McCormick, Lilian, Ln. Superior P. L., West Superior, Wis.  
 McCrory, Harriette L., Ln. F. P. L., Cedar Rapids, Ia.  
 McCullough, Elizabeth, Ln. P. L., Logansport, Ind.  
 MacDonald, Katharine A., As. Sec. F. L. Com., Madison, Wis.  
 McDonnell, Pearl, As. Ln. Univ. of Washington, Seattle, Wash.  
 McElroy, E. P., Ln. F. P. L., Algona, Ia.  
 McIlvaine, Caroline M., As. Newberry L., Chicago.  
 McIlvaine, Mabel, As. Newberry L., Chicago.  
 McIntosh, Margaret, As. P. L., Milwaukee, Wis.  
 McKee, Horace A., Library Bureau, Chicago.  
 McKee, Syrena, Ln. P. L., Leavenworth, Kan.  
 McKillop, Samuel, As. P. L., Milwaukee, Wis.  
 McLane, Mary, Ln. Joseph Dessert P. L., Mosinee, Wis.  
 McLoney, Ella M., Ln. P. L., Des Moines, Ia.  
 McMahon, Joseph H., Cathedral L., New York City.  
 McNeil, Anne H., Ln. St. Supt. Office, Madison, Wis.  
 Macomber, Mary E., Ln. Kellogg-Hubbard L., Montpelier, Vt.  
 Macpherson, Maud R., As. Ln. Gilbert M. Simmons L., Kenosha, Wis.  
 Manchester, Bessie I., As. P. L., Detroit, Mich.  
 Mann, Margaret, As. Ln. Univ. of Ill. L., Champaign, Ill.

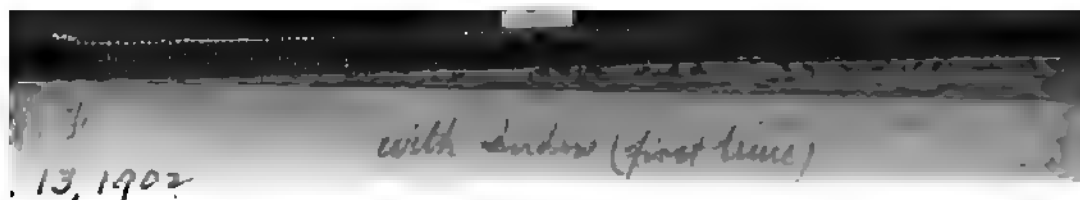
- Martin, Deborah B., Ln. Kellogg P. L., Green Bay, Wis.
- Marvin, Cornelia, Instructor F. L. Com., Madison, Wis.
- Marvin, Mabel, Head Cataloger, Univ. of Wisconsin, Madison, Wis.
- Marx, Bertha, Ln. P. L., Sheboygan, Wis.
- Mattison, Olinia May, As. Northwestern Univ. L., Evanston, Ill.
- Mealey, Edward W., Pres, Trustees Washington Co. F. L., Hagerstown, Md.
- Meleney, G. B., Manager Library Bureau, Chicago, Ill.
- Meleney, Harriet E., Chicago.
- Melvill, Jessie D., Substitute Ln. P. L., Galena, Ill.
- Menzies, Mrs. Minnie, Children's Ln. P. L., Janesville, Wis.
- Merrill, Julia Wright, As. Cataloger P. L., Cincinnati, O.
- Merrill, William Stetson, Chief Classifier Newberry L., Chicago, Ill.
- Merryman, Bertha, Marinette, Wis.
- Meyer, Emma, Ln. P. L., Delphi, Ind.
- Miller, Else, Supt. Delivery Stations, P. L., St. Louis, Mo.
- Mills, M. Emily, As. The John Crerar L., Chicago.
- Miner, Mrs. Sarah H., Cataloger Univ. of Wisconsin L., Madison, Wis.
- Mitchell, Tryphena G., Ln. Vaughn L., Ashland, Wis.
- Montgomery, Thomas L., Ln. Wagner F. Inst. L., Philadelphia, Pa.
- Montross, Elizabeth, As. The John Crerar L., Chicago, Ill.
- Moody, Katharine Twining, As. P. L., St. Louis, Mo.
- Moore, Evva L., Ln. Scoville Inst., Oak Park, Ill.
- Morris, F. M., Bookseller, 171 Madison St., Chicago.
- Moulton, John Grant, Ln. P. L., Haverhill, Mass.
- Mudge, Isadore G., Ref. Ln. Univ. of Ill. L., Urbana, Ill.
- Neisser, Emma Rittenhouse, Travelling Libraries, F. L., Philadelphia, Pa.
- Nelson, E. A., Ln. State L., St. Paul, Minn.
- Newman, L. M., Chippewa Falls, Wis.
- Nicholl, Mary Wylie, Ln. Bellevue Coll., Bellevue, Neb.
- Nicholson, Mrs. George T., 4009 Lake Ave., Chicago.
- Nunns, Anne E., As. State Hist. Soc., Madison, Wis.
- Oakley, Minnie M., As. Ln. State Hist. Soc., Madison, Wis.
- O'Brien, Margaret A., As. Ln. P. L., Omaha, Neb.
- Ogden, Miss J. F., As. L. of Congress, Washington, D. C.
- Ogilvie, Jane, Ln. P. L., Antigo, Wis.
- Olcott, Florence, As. Ln. P. L., Milwaukee, Wis.
- Paddock, Catherine D., Library Organizer, 5451 Cornell Ave., Chicago.
- Palmer, W. Millard, Bookseller, 20 Monroe St., Grand Rapids, Mich.
- Parham, Nellie E., Ln. Withers P. L., Bloomington, Ill.
- Parker, H. W., Ln. Mechanics' Inst. L., New York City.
- Parker, Keta B., Acting Ln. Virginia L. McCormick Theological Seminary, Chicago.
- Parmele, Ella Goodwin, Ln. State Normal School L., Oshkosh, Wis.
- Parsons, N. B., Library Bureau, Chicago.
- Parsons, Mrs. N. B., Chicago.
- Patenaude, Rose E., Ln. Peter White P. L., Marquette, Mich.
- Patten, Katharine, As. P. L., Minneapolis, Minn.
- Patton, Adah, Student Univ. of Illinois L. S., Champaign, Ill.
- Patton, Normand S., Architect, Chicago.
- Payne, W. P., Pres, Trustees P. L., Nevada, Ia.
- Payne, Mrs. W. P., Nevada, Ia.
- Perley, Clarence W., As. The John Crerar L., Chicago.
- Perry, Chesley R., As. P. L., Chicago.
- Pierce, Mary, Cataloger P. L., Chicago.
- Pifer, Ida F., As. L. of Congress, Washington, D. C.
- Plummer, Mary Wright, Director Pratt Inst. L., Brooklyn, N. Y.
- Poirier, Lydia M., Ln. P. L., Duluth, Minn.
- Pollard, Annie A., 2d As. P. L., Grand Rapids, Mich.
- Porter, Washington T., Tr. P. L., Cincinnati, O.
- Potter, Kate M., Ln. City L., Baraboo, Wis.
- Potter, Lucy A., As. Ln. State Normal School L., Oshkosh, Wis.
- Pray, T. B., State Normal S., Stevens Point, Wis.
- Price, Anna M., Ln. Univ. of S. Dakota L., Vermillion, S. D.
- Price, Helen L., L. Organizer, Urbana, Ill.
- Putnam, Mrs. Hannah, Canton, Ill.
- Putnam, Herbert, Ln. of Congress, Washington, D. C.
- Radcliffe, Alice, As. P. L., Milwaukee, Wis.
- Rankin, Julia Toombs, As. Ln. Carnegie I., Atlanta, Ga.
- Reed, Mrs. Adele C., Paxton, Ill.
- Reeve, Dr. J. T., Secy. F. P. L., Appleton, Wis.
- Remmer, Mary E., Cataloger P. L., Chicago.
- Resor, Mrs. Josephine H., Ln. Parlin L., Canton, Ill.
- Riblet, L. E., Waukesha, Wis.
- Ringier, Margaret, Deputy Ln. P. L., Quincy, Ill.
- Robertson, Josephine Chester, Head Cataloger Univ. of Chicago, Chicago.
- Robinson, Lydia G., As. P. L., Chicago.
- Roddy, Marie Louise, As. P. L., Milwaukee, Wis.
- Roden, Carl B., Supt. Order Dept. P. L., Chicago.
- Rommeiss, Emma, As. P. L., Chicago.

- Root, Azariah Smith, Ln. Oberlin Coll. L., Oberlin, O.
- Roper, Eleanor, Senior As. The John Crerar L., Chicago.
- Rose, Emma E., Ln. P. L., Fond du Lac, Wis.
- Russell, J. R., Ln. P. L., Butte, Mont.
- Russell, Janet, Ln. P. L., Merrill, Wis.
- Ryerson, E. Egerton, As. Ln. P. L., Toronto, Can.
- Sacksteder, M. A., Open Court Publishing Co., Chicago.
- Salisbury, Grace E., As. Ln. State Normal S., Whitewater, Wis.
- Salisbury, O. M., Agent Ginn & Co., Madison, Wis.
- Sanders, Mrs. Minerva A., Ln. F. P. L., Pawtucket, R. I.
- Sawyer, Ida E., Cataloger Northwestern Univ. L., Evanston, Ill.
- Schmidt, Eliza, As. P. L., Milwaukee, Wis.
- Sears, Minnie E., As. Cataloger Univ. of Illinois L., Champaign, Ill.
- Seely, Blanche, As. The John Crerar L., Chicago
- Seeman, Samuel, William G. Johnson & Co., Pittsburg, Pa.
- Seeman, Mrs. Samuel, Pittsburg, Pa.
- Scott, Mrs. Frances Hanna, Ln. Mich. Coll. of Mines, Houghton, Mich.
- Sharp, Katharine Lucinda, Head Ln. and Director State L. S. Univ. of Illinois, Champaign, Ill.
- Shaw, R. K., As. L. of Congress, Washington, D. C.
- Shepard, Rhoda C., Ln. Shortbridge High S., Indianapolis, Ind.
- Silverthorn, Nellie C., Ln. P. L., Wausau, Wis.
- Simonds, May, As. Mercantile L., St. Louis, Mo.
- Simonson, Roger A., Library Bureau, Chicago
- Simpson, Frances, Cataloger Univ. of Illinois L., Champaign, Ill.
- Skavlem, Gertrude J., As. Ln. P. L., Janesville, Wis.
- Skinner, Marie A., Ln. P. L., Lake Forest, Ill.
- Smith, Elizabeth, Sec'y L. Board, De Pere, Wis.
- Smith, Elizabeth Church, As. State Hist. Soc., Madison, Wis.
- Smith, Faith E., Ln. P. L., Sedalia, Mo.
- Smith, Laura, Chief Cataloger P. L., Cincinnati, O.
- Smith, Susan T., Ln. State Normal S., Chico, Cal.
- Smith, Walter McMynn, Ln. Univ. of Wisconsin L., Madison, Wis.
- Smythe, Elizabeth Harris, Circulating L., 31 Washington St., Chicago.
- Soule, Charles Carroll, ex-Trustee, Pres. The Boston Book Co., Boston, Mass.
- Sperry, Ethel, Waterbury, Conn.
- Sperry, Helen, Ln. Bronson L., Waterbury, Conn.
- Stearns, Lutie E., Library Organizer Wisconsin F. L. Com., Madison, Wis.
- Steiner, Dr. Bernard C., Ln. Enoch Pratt F. L., Baltimore, Md.
- Stern, Renée B., 5515 Woodlawn Ave., Chicago.
- Stevens, Edith, Boone, Ia.
- Stevens, Olive, As. Ln. Iowa State College L., Ames, Ia.
- Stevenson, William Marshall, Ln. Carnegie F. L., Allegheny, Pa.
- Stewart, Rose Gemmill, Cataloger F. L., Philadelphia, Pa.
- Stillman, Mary Louise, Supt. Issue Dept. P. L., Milwaukee, Wis.
- Stites, Katherine, Ln. F. P. L., Hoopston, Ill.
- Stout, Hon. J. H., Trustee Mabel Tainter L., Menomonie, Wis.
- Strohm, Adam, Ln. Armour Inst. of Technology, Chicago.
- Stuart, William H., Leary, Stuart & Co., 9 S. 9th St., Philadelphia, Pa.
- Stuart, Mrs. William H., Philadelphia, Pa.
- Stuntz, Steve C., As. Univ. of Wisconsin L., Madison, Wis.
- Swan, L. P., Ln. State Normal School L., Whitewater, Mo.
- Thayer, Maude, As. Ln. State L., Springfield, Ill.
- Thorne, Elizabeth G., Ln. F. L., Port Jervis, N. Y.
- Thwaites, Reuben Gold, Sec. and Supt. State Hist. Soc., Madison, Wis.
- Thwaites, Mrs. R. G., Madison, Wis.
- Todd, Marie A., As. P. L., Minneapolis, Minn.
- Tuttle, Elizabeth, As. Ln. L. I. Hist. Soc., Brooklyn, N. Y.
- Tyler, Alice S., Sec. Iowa L. Com., Des Moines, Ia.
- Urban, Gertrude, As. P. L., Milwaukee, Wis.
- Utle, Henry M., Ln. P. L., Detroit, Mich.
- Van Valkenburgh, Agnes E., Head Cataloger P. L., Milwaukee, Wis.
- Vincent, Mrs. Anna C., As. Ln. P. L., Rockford, Ill.
- Voges, Aug., Bookseller, Chicago.
- Waddell, Nina T., 2d As. Ln. P. L., Kansas City, Mo.
- Wagner, Sula, Cataloger P. L., St. Louis, Mo.
- Wales, Elizabeth B., Ln. P. L., Quincy, Ill.
- Walker, Evelyn H., Ln. All Souls Church, 3939 Langley Ave., Chicago.
- Wall, Lenore, Cataloger P. L., Quincy, Ill.
- Wallace, Anne, Ln. Carnegie L., Atlanta, Ga.
- Wallace, Charlotte Elizabeth, Ln. Hazelwood Br. Carnegie L., Pittsburg, Pa.
- Warren, Irene, Ln. Univ. of Chicago School of Education, Chicago.
- Waters, W. O., Univ. of Illinois L. S., Champaign, Ill.
- Watson, Carrie M., Ln. Univ. of Kansas L., Lawrence, Kan.
- Weber, Mrs. Jessie Palmer, Ln. State Hist. L., Springfield, Ill.
- Weber, Linda, Springfield, Ill.
- Webster, Ida M., Ln. P. L., Lincoln, Ill.
- Wellman, Hiller Crowell, Ln. P. L., Brookline, Mass.
- Welsh, Robert Gilbert, Manager Library Dept. Charles Scribner's Sons, New York City.









*2*

**PAPERS AND PROCEEDINGS**

*2*

**OF THE**

**TWENTY-FOURTH GENERAL MEETING**

**OF THE**

**AMERICAN LIBRARY ASSOCIATION**

**HELD AT**

**BOSTON AND MAGNOLIA, MASS.**

**JUNE 14-20**

**1902**

**PUBLISHED BY THE**  
**AMERICAN LIBRARY ASSOCIATION**  
**1902**

# CONTENTS.

TITLE.	AUTHOR.	PAGE.
Address of the President . . . . .	<i>John S. Billings</i> . . . . .	1
Organization and administration of university libraries . . . . .	<i>Anderson H. Hopkins</i> . . . . .	10
Incidents in the history of the Boston Public Library . . . . .	<i>James L. Whitney</i> . . . . .	16
The catalogue of the Public Library of the City of Boston . . . . .	<i>E. B. Hunt</i> . . . . .	25
Pains and penalties in library work . . . . .	<i>Arthur E. Bostwick</i> . . . . .	29
The gift extremely rare . . . . .	<i>Isabel Ely Lord</i> . . . . .	34
Branch libraries:		
I. Planning and equipment . . . . .	<i>Edwin H. Anderson</i> . . . . .	38
II. Functions and resources . . . . .	<i>Langdon L. Ward</i> . . . . .	42
III. Administration . . . . .	<i>Frank P. Hill</i> . . . . .	46
The division of a library into books in use, and books not in use, with different storage methods for the two classes of books . . . . .	<i>Charles William Eliot</i> . . . . .	51
The selection of technical and scientific books . . . . .	<i>Charles F. Burgess</i> . . . . .	56
Plan for the organization of an institute of bibliographical research . . . . .	<i>Aksel G. S. Josephson</i> . . . . .	61
The work of the Division of Bibliography, Library of Congress . . . . .	<i>W. D. Johnston</i> . . . . .	63
The card distribution work of the Library of Congress . . . . .	<i>C. H. Hastings</i> . . . . .	67
Home libraries and reading clubs . . . . .	<i>Gertrude Sackett</i> . . . . .	72
The evaluation of children's books from the point of view of the history of literature for children. Report on list of children's books with children's annotations . . . . .	<i>Charles Welsh</i> . . . . .	76
Report of the A. L. A. Publishing Board . . . . .	<i>Caroline M. Hewins</i> . . . . .	79
Report of the Committee on Library Administration . . . . .	<i>W. I. Fletcher</i> . . . . .	83
Report of Committee on Public Documents . . . . .	<i>H. C. Wellman; W. R. Eastman; N. D. C. Hodges.</i> . . . .	86
Report on gifts and bequests, 1901-1902 . . . . .	<i>Roland P. Falkner</i> . . . . .	92
	<i>George Watson Cole</i> . . . . .	97
Proceedings . . . . .		120-171
First Session . . . . .		120-121
Second Session . . . . .		121-133
Secretary's report . . . . .		121
Treasurer's report and necrology . . . . .		122
Report of Trustees of Endowment Fund. . . . .		125
Report of Committee on International Co-operation . . . . .		126
Report of Committee on Co-operation with N. E. A. . . . .		126
Report of Committee on Handbook to American Libraries . . . . .		128
Report of Committee on Indexes and Title-pages to Periodical Volumes. . . . .		128
Report of Committee on Foreign Documents . . . . .		129
Report of Committee on Public Documents . . . . .		130
Pains and penalties in library work . . . . .		130
Third Session . . . . .		133-135
Address of greeting. <i>Hiller C. Wellman.</i> . . . .		133
President's address . . . . .		135
Dr. Eliot's address . . . . .		135
Fourth Session . . . . .		135-142
Report on gifts and bequests . . . . .		135
Report of Committee on Library Training. . . . .		135
Report of Committee on A. L. A. Exhibit at Louisiana Purchase Exposition. . . . .		140
Report of A. L. A. Publishing Board . . . . .		142
Report of Committee on Relations with the Booktrade . . . . .		142
Fifth Session . . . . .		147-152
Organization of bibliographical work in the past . . . . .		147
Plan for organization of an institute for bibliographical research . . . . .		147
Selection of technical and scientific books. . . . .		147
Selection of scientific books. <i>N. D. C. Hodges</i> . . . . .		148
Work of Division of Bibliography, Library of Congress . . . . .		148
Proposed bibliography of bibliographies. . . . .		148
Work and plans of the Publishing Board. . . . .		149
General bibliographical work. <i>George Iles.</i> . . . .		151
Report on incunabula list. <i>John Thomson.</i> . . . .		152
Sixth Session . . . . .		152-163
Interpretation of constitution . . . . .		152
Distribution of printed catalog cards by Library of Congress . . . . .		156
Branch libraries . . . . .		163
Seventh Session . . . . .		166-171
Election of officers . . . . .		166
Incidents in history of Boston Public Library . . . . .		166
Closer relations between librarians and publishers. <i>W. H. Page</i> . . . . .		166
The gift extremely rare . . . . .		170
Public libraries and publicity . . . . .		170
Resolutions reported from Council . . . . .		171
Report of Committee on Resolutions . . . . .		171
College and Reference Section . . . . .		172-186
Catalog Section . . . . .		187-202
Trustees' Section . . . . .		203-219
Section for Children's Librarians . . . . .		220-227
Round Table Meeting: State Library Commissions . . . . .		228-235
Round Table Meeting: State Library Associations . . . . .		236-249
Transactions of Council and Executive Board. . . . .		249-251
The social side of the Boston and Magnolia meeting and the Post-conference excursions. . . . .		253
Officers and Committees . . . . .		255
Attendance register . . . . .		256
Attendance summaries. <i>Nina E. Browne</i> . . . . .		268



# CONFERENCE OF LIBRARIANS.

BOSTON AND MAGNOLIA, MASS.

JUNE 16-20, 1902.

## SOME LIBRARY PROBLEMS OF TO-MORROW: ADDRESS OF THE PRESIDENT.

By JOHN S. BILLINGS, *Director of the New York Public Library.*

WHEN the American Library Association was organized its object was declared to be "to promote the library interests of the country by exchanging views, reaching conclusions, and inducing co-operation in all departments of bibliothecal science and economy; by disposing the public mind to the founding and improving of libraries, and by cultivating good will among its members." When the constitution was revised in 1900, the object of the Association was declared to be "to promote the welfare of libraries in America."

This change is significant, not of a change in the purposes of the Association, but of a general opinion that verbose details of its purposes are now unnecessary. At first the Association undertook much direct missionary work, but this has gradually been taken in charge by state and local associations to such an extent that our work in this direction is now mainly to obtain records of the methods which have been found most successful, and to bring these to the attention of those directly engaged in interesting the people at large, and legislators and tax-payers in particular, in the establishment and support of free public libraries.

It is the welfare of the free public library, and especially the library intended mainly for the circulation of books for home use among the people, and supported from public funds, to which we have given the most attention. This is especially an American institution and it has seemed more important that its uses and needs should be understood and appreciated by the general public than those of purely reference libraries, since these last are fairly well understood by those who most need and use them.

The main argument in favor of the free public library is that it is an essential part of a

system of free public instruction which is a necessary foundation of a satisfactory system of self government. It is not true, however, that any and every system of education tends to produce a stable democracy, and there are great differences of opinion among professional educators, and still greater differences of opinion among other thinking men who know something of the methods and results of our public schools, as to whether our present system is the best one. If the main object of the school and of the teacher is to furnish information and cultivate the memory, there is good ground for objecting to both the quantity and quality of some of the kinds of information supplied. If the object of education is to develop the intellect, to teach the student how to judge as to what is true and to know where to look for it, to recognize wise thought, and to distinguish the man who is qualified to lead from the incompetent man who wants to lead, then our public school system is not well suited to its purpose.

The relations which should exist between the system of public libraries and the system of public schools in a state or city are not yet generally agreed upon by both librarians and teachers. In a general way it may be said that the librarian's view is that the public library should be entirely independent of the public school system as regards its funds and management, that special school libraries are apt to be badly managed, and inefficient for the purpose of interesting and instructing the children, that the librarian knows more about books than the teacher, and can supplement and broaden the teacher's work; —and that teachers should recognize these facts, should be willing and anxious to receive instruction and advice from librarians by listening to lectures and talks at the library and repeating to their classes

what they have been taught, and urging the children to make use of the library.

A few enthusiasts claim that the librarian ought to know more than any teacher, and should supplement the defects and ignorance of each instructor in his own branch, but treat them all kindly and tactfully, recognizing that it is not their fault that they do not know as much as librarians. Some librarians admit that some teachers may know more than they do as to the reading most desirable to supplement the particular instruction which a class is receiving, and will be glad to receive lists of books wanted. All librarians think it very important that the child should learn to use the public library and become acquainted with its attractions, methods, and resources, so that after leaving school he will continue to use it, and they do not consider that any mere school or class library can be a satisfactory substitute for the public library. Moreover, they want the children to come to the public library and use it because this is a means of bringing their parents and friends under the same influence.

Superintendents of schools, as a rule, take a somewhat different view of the matter, that is, if they have given any thought to it, but I am bound to say that many of them reply to questions on the subject, that they have never given it any special consideration. Some of those who have considered the matter say that, of course, the public library is a useful institution, that its chief use is educational, that it should be managed so as to help the public school as much as possible, but that it should not interfere with school methods. They believe that the school should have a library of its own, under its own management, selected with reference to the needs of the different classes and grades, that the teachers should see that the children use these books, and have a record of such use as a guide to dealing in the best way with the individual child. They say that the public library, in its recent arrangements for attracting children and especially those in the lower grades, tends to interfere with the school plans for reading, that the children find in the library much that is more attractive than the books which they can find

in the school library, but which is also less useful; that they acquire the habit of desultory reading, and are led off from the proper course. The junior teachers in the schools in our larger cities stand in somewhat the same relation to the superintendents that the junior assistants in the public library stand to the librarian, and the opinions of each, while interesting, are not conclusive. At present the majority of teachers in the lower grades know and care very little about the public libraries; they may use them to obtain current fiction, but it seldom occurs to them to take their classes to them or to tell the children what they can find there.

At present it appears that the librarians are more aggressive, energetic, and filled with the missionary and proselytizing spirit than are the teachers, possibly because the work of the latter is more monotonous and fatiguing.

I have several times been asked by legislators and jurists whether the public schools and the public libraries could not wisely be consolidated under one central management and thus be made to work harmoniously.

It is theoretically possible, but I think that the result would be that the libraries would lose much, the schools gain very little, and the public at large be profoundly dissatisfied.

The Library Association has a special committee on co-operation with the Library Department of the National Educational Association, and it is to be hoped that this committee will find a satisfactory solution to the problems connected with the relationship of the library to the school. No hard and fast rules can be established, but it would seem that the library, supported by public funds, should not interfere with the work of the public school. On the other hand, one of the most important functions of the school is to train the children to use books and libraries, and at the present time the chief obstacle to the proper performance of this function is that the teachers themselves are in great need of instruction about public libraries and how to use them. For the great majority of children story books and works on general literature of the right kind are not

only more interesting but more important means of education than the average textbooks.

The class which, at present, far outnumbers all other classes in this country is, as Professor Bryce says, the group of "thinly educated persons whose book knowledge is drawn from dry manuals in mechanically taught elementary schools, and who in after life read nothing but newspapers or cheap novels."<sup>1</sup>

Those who have had practical experience in free circulating libraries know the truth of this characterization, and are trying to get the children interested in the library as early as possible; if the library proves more attractive than the school it is quite possible that the school methods should be changed. But whatever may be thought of elective studies in the high school and college course, the public library system of instruction must necessarily be largely elective; and mere amusement should not be the leading elective, as seems to be too often the case.

In recent years the subject of co-operation between libraries and librarians has been one to which much thought has been given and for which a great number of plans have been proposed. To secure the most useful co-operation, it is desirable to bring into the work many libraries which are not intended for the circulation of books, except, perhaps, among a limited class, and some of which are not supported by public funds. These include the libraries belonging to the general government and to the states, university libraries, and the larger libraries belonging to and managed by private corporations, either as reference libraries only, but for the use of the general public, or as reference and lending libraries for the use of members, stockholders, or subscribers only. Among these are many scientific, historical, and technical libraries.

The problems of these reference libraries have been receiving increasing attention in the Association in recent years, as is shown by the organization of a section devoted more

especially to their work, and the subject of co-operation will come up for discussion at this meeting in several ways and will, no doubt, be considered from several different points of view. The question, as it appears to most libraries, is, What can the greater libraries do for us in the way of cataloguing, bibliography, lending of books, etc., with the tacit assumption that whatever they can do, they ought to do.

It does not seem necessary to produce arguments in favor of this view, but perhaps a suggestion that the smaller libraries should, on their side, assist the larger ones so far as they can, may not be out of place.

The public library in this country, which now stands, or should stand, second, if not first, in interest to every librarian is the Library of Congress. I feel it to be a duty as well as a pleasure to report to you that the work of this library is being well done, and that Congress has recognized the wisdom and tact of its librarian by increased appropriations for books and for service. You are all familiar with the work being done by this central library for other libraries throughout the country by furnishing catalogue cards, bibliographical data, etc. I think it well, however, to remind you of your duties to this your National Library, and especially that the librarian of every city, town, or village in the country should make it his or her business to see that one copy of every local, non-copyrighted imprint, including all municipal reports and documents, all reports of local institutions, and all addresses, accounts of ceremonies, etc., which are not copyrighted and do not come into the book trade, is promptly sent to our National Library.

I cannot speak so positively and definitely about the state libraries or the great reference libraries of the country, but most of them will be glad to receive such local publications as I have indicated, and the New York Public Library especially desires assistance of this kind.

The controversy between the individualists and the collectivists which is going on in many fields of human activity exists also among those interested in library organiza-

<sup>1</sup>James Bryce, "Studies in history and jurisprudence." N.Y., 1901, p. 200.

tion and management and is taking much the same course there as in commerce and manufactures. The tendency is towards organization and division of labor, at first by co-operation, later by consolidation. The free public library is tending to become a special industry by unification of methods for the purpose of securing the greatest product with the least expenditure. The general public, and many librarians, think that the measure of greatest product is the number of books circulated. This is the argument used with city officials to secure increased appropriations, and the kind of books which will circulate most rapidly and the methods of advertising which will increase the number of readers are matters of much interest to library trustees and managers. From this commercial point of view much remains to be done in the way of co-operation. It is probable that the co-operative cataloguing now under way could be much facilitated, and a considerable saving to individual libraries effected, if one small committee of experts selected all the books to be purchased for each and every library. These books could then be catalogued, with annotations on the most elaborate plan, classed, marked, and delivered to the several libraries, where, of course, they would go on open shelves and be advertised by co-operative short lists. The libraries could then discharge most of their cataloguers and experts. One-half the money now used for salaries could be devoted to buying books, the circulation would increase, and the business would flourish.

Moreover, this committee of experts for the selection of books to be purchased would naturally be consulted by publishers as to what particular varieties of literature are most in demand. It would suggest subjects and writers, read MSS. and indicate the pictures which would stimulate the circulation of the volume, and not be objectionable to any one. From this, it would be an easy step to undertake the publication of books for free public libraries and thus effect a wonderful reduction in cost; and if the librarians take up the business of bookselling the scheme will be still more neat and compact.

I need not go into further details, or show what might be effected for the world's progress by simply extending this scheme to an international system: no doubt you can all readily imagine the results which might be obtained by a great cosmopolitan free circulating library trust with the latest attachments and improvements. We should then have accomplished an important part, what some consider the most important part, of the original object of the Association, which, you will remember, was declared to be the "reaching conclusions and inducing co-operation in all departments of bibliothecal science and economy." Of course, in the formation of the expert Board of Managers, the demand for representation which will be made by the leaders and managers of different religious, political, and sociological sects and parties would require consideration, and there are some other important details to be considered by the Committee on Co-operation when it takes up this part of its work.

I do not think there is any immediate prospect of the formation of such a free public library trust as I have indicated, or that the cheapening of library service in this way is desirable, even if it were possible, but there are many things in the mechanical details of library economy in which co-operative work may be of service without checking or interfering with individual development.

Circulating libraries supported from public funds will naturally tend to greater uniformity in methods and scope than reference libraries supported by corporations, but each has something to learn from the other.

There are some men — and women — who have a great desire for uniformity, who think there is only one best way; they want codes, and rules, and creeds; they want all schools and high schools and universities to have one system, even to the periods of their vacations; they want a rule about fiction, and about classification, and about salaries for all libraries, and they want resolutions passed about all these things.

Concentration has its evils as well as its advantages. Some excellent library work in our large cities is done by institutions or societies

which use the library as a means to secure attention to their special end, which may be religious, sectarian, humanitarian, or sociological. The friendly rivalry of different libraries in the same city often has good results, though perhaps it may be a little wasteful of money. To secure the use of a library, the energy and enthusiasm of a propagandist are very useful, but the propagandist does not work to the best advantage in a systematic hierarchy. It is the old question of the individual worker or dealer versus the co-operative, or the consolidated establishment, and while the ultimate answer may be in favor of the latter as giving the greatest amount of useful results with the least expenditure of force, we can understand the feelings of the individual worker who fears that he will be crowded out, and who says that "the lion and the lamb *may* lie down together, but the same lamb don't do it again."

It must be remembered that almost every change in the manner of doing things is injurious to some individuals. Evolution affects not only the fittest, but also the unfit. If it be true that the public library is injuring the business of the bookseller, that the hustling administrator is crowding out the scholar in library positions, and that old-fashioned readers find their old resorts in the libraries less comfortable because of the crowd which now frequents them, it may still be true that the general result is satisfactory.

The question as to whether the public library shall undertake to do other work for the public benefit besides the supplying of literature has occasionally been raised, but has not been seriously discussed as a general proposition. When Mr. Carnegie's offer to provide branch library buildings for the city of New York was made public, many suggestions were made as to the desirability of making these buildings something more than libraries. For example, it was advised that they should be made social centres and substitutes for the saloon, that they should have lecture rooms, rooms for playing various kinds of games, smoking rooms, and billiard rooms; and even public baths in the basement were recommended. At the present time, in a large and crowded

city, the need and demand for public library facilities is so great that it has seemed best to confine the work of these buildings to library work proper, but in more scattered communities, where sites are not so costly, and meeting-rooms less easy to be obtained, some of these suggestions are worthy of careful consideration, and it might be well to collect the experience of the members of the Association bearing on this question, and make it a subject for discussion at a future meeting.

As usual, during the past year, there have been some public expressions of doubt as to the utility or expediency of circulating libraries. Mr. Howells suggests that we may be in danger of reading too much, "reading to stupidity." Lord Rosebery also warns us to beware lest much reading should destroy independence of thought, referring to the "immense fens of stagnant literature which can produce nothing but intellectual malaria." Of course, in some particular cases reading does produce bad results. It would, no doubt, be better for the public in general, and for their own families in particular, if some men and some women had never learned to read. "On a barren rock weeds do not grow—but neither does grass." It might also be better for the world if some sickly, deformed, degenerate children did not live, and the jail fevers of the eighteenth century probably disposed of some criminals to the best advantage; nevertheless it has been found to be wise economy to spend considerable sums of money in lessening the mortality of infants, and of jails, in the inspection and regulation of tenement houses, and in the compulsory restraint of contagious diseases, because the majority of the lives thus saved are worth saving, and they cannot be saved without preserving some others who from the mere utilitarian point of view may not be worth the cost.

The expenditure of public funds upon free libraries is in like manner justified by the general belief that it will do more good than harm. We cannot yet furnish satisfactory statistical evidence as to the results of the free public library experiment which we are trying on a large scale; there does not yet seem to be any

marked decrease in crime or increase in contentment among the people who have had most use of such libraries, and, while the physical welfare of the great mass of the people has been advanced during the last fifty years, it would be difficult to trace this to the free public library because we do not know what use of such libraries has been made by the few hundred inventors and captains of industry to whom this progress is mainly due.

It does seem, however, that the free public library has lessened the power of the demagogue and unscrupulous politician to control votes, and that in public life the steadily increasing influence of educated men is, in part, due to the reading facilities which the people now enjoy.

When the author of *Ecclesiasticus*<sup>1</sup> declared that he that holdeth the plow, the carpenter and workmaster, the smith also sitting by the anvil and considering the iron work, and the potter turning the wheel about, all these trust to their hands, without them cannot a city be inhabited, — they shall not be sought for in public counsel, they shall not sit on the judge's seat, and they shall not be found where parables are spoken, but they will maintain the state of the world, he did not foresee the effect of a system of public education including free public libraries, in a democratic government.

As regards Mr. Howells' suggestion about "reading to stupidity," that is precisely the object of many of the readers of current fiction. They are tired and worried, and they read to forget or to get asleep. The average novel will give this result in from six to ten minutes, and the after effects are not nearly so bad as those of chloral or sulfonal. The novels of five or six years ago will answer this purpose just as well, and twelve new novels a year is an ample allowance for the average free public library. But five-sixths of the other books which are produced — not because the author had anything to say, but because the publisher thought that a book on the beauties of brooks, or on the birds' nests of the Bronx, or on the homes of historical stepmothers or on the

lieutenant colonels of the Revolution, would sell well — are usually of little more value in the free public library than the novel; they count for circulation, but they are not read, but merely glanced over — mainly for the pictures.

At the present time public opinion in this country tolerates expressions of great differences of opinion with regard to religion and particular creeds. Recently a few Catholics have made objections to the free public library, upon much the same grounds as those upon which the Church objects to public schools, and demand that in both the school and the library the books provided shall be subject, directly or indirectly, to their censorship. Somewhat similar demands, although not so definite and systematic, are occasionally made in behalf of other sects, and they would no doubt come from a number of other religious and political organizations if it was supposed that there was any chance of their success. The question will usually be decided for each locality by political party requirements, which vary much at short intervals, and there is no immediate danger to the free public library system from this particular form of opposition, except possibly for a short time in some limited locality. It is necessary to bear in mind, however, that public opinion is much less tolerant in matters of morals and manners than it is in matters of religion, and that in selecting books for circulation this opinion should be considered and respected.

The librarian of the free public library has, as a citizen, the same rights and duties as any other citizen, including the right to express his opinions on religious or political questions, but as a general rule, his influence for good will be greatest when he is not a partisan of any particular policy of either church or state.

As regards the large reference libraries, the selection of books must be made much broader in scope, for even the most ardent propagandist of a particular creed or shade of opinion occasionally wants to see what his opponents are saying in order that he may specify their errors, and does not object to find their publications in the reference library,

<sup>1</sup> *Ecclesiasticus*, xxxviii, 25-34.

provided they are carefully put away for the use of experts like himself and are not placed on open shelves consulted by the general public.

The duties and problems of our great reference libraries are in many respects peculiar, but the limits of this address permit of only a brief reference to some of them. One of their duties is to preserve the literature of the day for the use of future scholars and students. Part of the business of the circulating library is to have its books worn out and destroyed in actual service, but the reference library has also another purpose, and the books which give it the greatest value and importance should be carefully preserved.

The relations which should exist between our great reference libraries located in large cities and the rapidly multiplying smaller libraries scattered all over the country merit careful consideration. The amount of public funds which can and should be devoted to public libraries is limited, and these funds should not be employed in doing comparatively unnecessary work. Many of the smaller libraries are now, or soon will be, complaining of want of shelf room, and are at the same time accepting and trying to preserve and catalogue everything that comes to them. All of them are preserving books that will not be used by any reader once in five years, and two or three copies of which in the large central reference libraries will be quite sufficient for the needs of the whole country. The remark of President Eliot in his last annual report that "the increasing rate at which large collections of books grow suggests strongly that some new policy is needed concerning the storage of these immense masses of printed matter" is very suggestive; and his idea that if the Congressional Library and the great reference libraries in a few of our largest cities would undertake to store any and all books turned over to them and make them accessible to scholars in all parts of the country, the functions of the other libraries might be considerably amplified, is no doubt a true one.

Whether the great reference libraries could undertake the work thus indicated would

depend upon the construction placed on the requirement that all books should be made accessible to scholars in all parts of the country. Whether the other libraries would be disposed to accept the suggestion to turn over their old books not in immediate use, merely because it might seem for the public good so to do, is much more doubtful, and the selection of the useless books involves some questions which would be good topics for discussion in the Trustees' Section of this Association.

It is always possible to show that any book or pamphlet, in any edition, might be called for by some reader, student, or professor if he knew it existed, and the difficulties in selecting books to be discarded are very considerable. Mrs. Toodles' state of mind about things that it might be handy to have in the house is one that librarians well understand. It is no doubt true that in the great majority of libraries of one hundred thousand volumes and upwards, one-fifth of the books are so little used that it would be wiser to dispose of them than to use a fund available for salaries or for the purchase of books for providing additional room. Just at present, in most communities, it seems easier to obtain funds for library buildings than it is to get the means to ensure good service.

Closely connected with this is the question as to the acceptance of gifts of books, especially when made with the condition that they are to be kept together to form a permanent memorial for the donor. While each case must be decided on its individual merits, it may be said in general that the desire for a memorial can be fully met by book-plates and catalogues without the unfortunate and unwise requirement that a certain group of books must always be kept together. Even gifts without restrictions, consisting of one or more cartloads of miscellaneous public documents, odd numbers of periodicals, imperfect files of newspapers, pamphlets of little interest, etc., involve some expense to the library, and very few libraries should try to retain and utilize more than a small part of such material.

General discussion as to what large reference libraries should do is of very little practical

interest. The interesting question is, "What should this particular library do?"

Should the Library of Congress obtain and preserve complete files of every newspaper published in North and South America?

Should the Boston Public Library try to obtain complete sets of the public documents of the Southern States?

Should the New York Public Library complete its collection of first editions of American authors by purchase at current prices?

Should the New York State Library try to make a complete collection in Genealogy?

Should the Chicago libraries attempt to make a complete collection of the reports of Insane Asylums?

There are many questions like these which require a knowledge not only of the present contents, the available funds, and the special needs of each library, but also a knowledge of what other libraries are doing, if proper answers are to be given.

The methods of co-operation between the great reference libraries, for the public good and for mutual benefit, are as yet rather local and rudimentary. Some points of agreement have been reached between the Congressional Library, the Boston Public Library, and the New York Public Library, as to the purchase of certain manuscripts and rare books; and in every large city there is more or less co-operation between the greater reference libraries, including the University library, as to purchases,—especially of periodicals. The chief subject thus far considered by them is that of Bibliography.

Many schemes for bibliographies, general, special, annotated, etc., have been suggested, and a few have been or are being tried. Each of these, from the universal bibliography to contain thirty millions of titles, to the bibliography of posters or of Podunk imprints, or of poems and essays condemned by their authors, has at least one admirer and advocate in the person who would like to have charge of the making of it; but when it comes to the question as to what has a commercial value there is great unanimity in the opinion that many of those bibliographies should be paid for,

not by the makers or the users, but by government or by some philanthropic individual.

A bibliography is very instructive and useful to the person who makes it, and it is well to give the person having a taste for such work as ample facilities as possible; but mere uncritical lists of all the books and journal articles relating to a given subject, from the commencement of printing to the present time, and without indication as to where the older ones are to be found, are of little use to most libraries or to their readers. Like some speakers, they are too much for the occasion.

A good bibliography can, in most cases, only be made from the books themselves; the labor of its preparation is almost equal to that of writing a critical history of the subject, and therefore the first question in considering it is, Where are the books?

One session of this meeting is to be devoted to this subject of Bibliography, which is an important one, and I hope that the papers presented, and the discussion to follow, will bring out some valuable suggestions. These will be especially interesting just now in view of the fact that a Bibliographical Department has been proposed as one of the special lines of work for the recently organized Carnegie Institution, and upon the scope and plan proposed for such a department will no doubt depend the action of the trustees of that corporation.

A considerable part of the bibliographies which would be most useful for reference libraries and those engaged in research work can only be prepared by experts in the different arts and sciences, and there is an increasing demand for such experts in the large reference libraries. Just now there are places for three or four well educated engineers who have the taste and the training required to enable them to do much needed work in the critical bibliography of their art. Every great reference library needs half a dozen such experts in different departments. Where are they?

In considering the questions as to the kinds of bibliographical work the results of which would be most useful to the great majority of the public libraries of this country and as to



the means of doing such work, it appears to me that it is best that it should be done under the direction of the Publishing Board of this Association, which has had practical experience in this line, and will always be well informed as to the needs of such libraries.

This opinion was brought to the attention of Mr. Carnegie, with the suggestion that he should give to the American Library Association a special fund, the income of which should be applied to the preparation and publication of such reading lists, indexes, and other bibliographical and library aids as would be specially useful in the circulating libraries of this country. The main part of the income would be expended in employing competent persons to prepare the lists, indexes, etc., and to read proofs. The cost of paper and printing would be met by sales to the libraries. It was represented that such a gift would be wisely administered by the Publishing Board of the Association, and that the results would be of great value in promoting the circulation of the best books.

In response to this suggestion a check for \$100,000 was sent to me as "a donation for the preparation and publication of reading lists, indexes, and other bibliographical and literary aids as per (your) letter of March 14th." I shall take great pleasure in turning over this money if the Association accepts it for the purposes and under the conditions stated. It is a unique gift from a unique man, who deserves our best thanks.

To diminish or destroy desires in the individual man is the object of one form of Oriental philosophy and of several forms of religion, the result hoped for being the doing away with anxiety, discontent, and fear, and the passive acceptance of what is and of what is to come.

Our work follows an opposite plan; the library aims to stimulate and increase desire as well as to satisfy it, and the general tendency of the free circulating library, as of public education, is to increase discontent rather than to diminish it. A competent librarian will be dissatisfied during most of his working hours, — he will want more books, or more readers, or more room, or a better loca-

tion, or more assistants, or means to pay better salaries, or all these things together. Some readers also will usually be dissatisfied with the library because of its deficiencies in books, or because of some books which it has, or because the librarian is not sufficiently attentive or is too attentive, or because of the hours, or the excess or want of heat or ventilation, or because of other readers. All this is an almost necessary part of the business; if neither the librarian nor the readers are dissatisfied, the library is probably dying, or dead. But there is a discontent which is stimulating and leads to something, and there is a discontent which is merely indicative of disease, a grumbling discontent, which resembles the muscular twitchings which occur in some cases of paralysis. A pessimist has been defined as a person who, having a choice of two evils, is so anxious to be right that he takes both. Don't be a pessimist. Life is short and art is long; you can earn your halos without making your library perfect, but halos are not to be had by waiting for them, nor, as a rule, by hunting for them. It will make very little difference to you fifty years hence whether you got your halo or not, or whether it was a plain ring halo or something solid, but it may make a great deal of difference to some of the men and women of that time, who are now coming to your children's reading rooms, as to whether you have deserved one or not. Each of you and each of your libraries is a thread in the warp of the wonderful web now passing through the loom of time, but a living thread is not altogether dependent on the shuttle of circumstance. It is wise to try to know something of the pattern and to guess at some of the problems of to-morrow, but in the meantime we may not fold our hands and wait because we do not see clearly the way we are to go. We must do our best to meet the plain demands of to-day, bearing in mind the warning of Ecclesiastes, "He that observeth the wind shall not sow, and he that regardeth the clouds shall not reap. . . . In the morning sow thy seed, and in the evening withhold not thine hand, for thou knowest not which shall prosper, whether this or that."

## ORGANIZATION AND ADMINISTRATION OF UNIVERSITY LIBRARIES.

BY ANDERSON H. HOPKINS, *Assistant Librarian, The John Crerar Library, Chicago, Ill.*

LET me speak to you to-day not merely as librarians, but as educators; as members of a great and growing though somewhat formless body devoted to both the conservation and the advancement of learning; as members whose duties, while perhaps mainly administrative in character, are not without a tutorial side. Perhaps it would be better to say educationists, rather than educators, if thereby the meaning is made more clear. My object in thus hailing you is to indicate our viewpoint and enable us to enter upon the theme in its broader aspects and with widest sympathy.

I believe that no one who has given the subject unprejudiced consideration will deny that long strides have been taken in educational theory and practice within the last few decades. As a result of these movements demand is made upon us in the name of reason that within the memory of men yet young was undreamt of. You who sit before me are in part responsible for this demand because you and your predecessors have helped to create it. Therefore it is incumbent upon you that you shall help to meet such rational demand and satisfy its cravings. These cravings can be satisfied so far as university libraries are concerned only by certain necessary changes in organization, administration, and scope imperatively called for by the new education.

If in the course of my argument some of the things said seem harsh, I beg that you will understand that there is neither harshness nor animosity in them by any intent of mine. I am not now, and have not been for some six or seven years past, engaged in university library work. For twice as many years, however, it has been a favorite study with me and the sense of detachment arising from occupation in another kind of library work — a sense amounting almost to aloofness — enables me

to examine the field with a clarity of vision that otherwise might be lacking. This sense of detachment may have betrayed me into a greater freedom of speech than is permissible under the circumstances — but I hope this is not the fact.

We all admit, with what of cheer we may, that there are many things we do not know and therefore cannot make positive statements about, but in the same breath we may assert that there are some things we do know and are entitled to speak of with conviction. It is with this attitude that I have made positive statements concerning certain phases of the organization and administration of university libraries. If the form in which I have couched my message seems dogmatic, let me explain it at once by saying that the positive form of statement was chosen deliberately after having made an examination of the records as printed of the College Section of the American Library Association. This choice was not made through a wish either to be or to seem dogmatic, but because in that retrospective look my eye was impressed — not to say oppressed — by the vagueness and formlessness of a sea of woulds and shoulds that stretched away into the dim distance. I therefore chose the positive rather than the conditional form of statement as a medium for the expression of the ideas and opinions which I place before you and for which I ask your open-minded consideration, not merely as librarians, but as earnest students of educational matters.

Tearing down is much easier than building up, we are often told. I have therefore sought not to destroy, but to transform; and I trust that for every statement which you may regard as iconoclastic, in what follows, you may at least find another which may be regarded as having a constructive character.

Let it be stated at the outset that this dis-

cussion is confined strictly to the phenomena of the American university, or, more exactly, that it does not include a consideration of any set of university conditions other than those actually existent or nascent in the United States of America. This device lessens the scope of the subject, but even thus abridged it is so extensive that nothing more than a sketch can be presented within the necessary limits.

It is not necessary for me to present a definition of that indefinite but surely growing thing, the American university, — and I shall not do so. Others have already done that very well indeed, and a deal of nonsense has been uttered about it beside. But for the present purpose the word “university” is used to mean an institution of the higher learning maintained for the furtherance of education and research. It is not intended to enter into a discussion of even this definition. It is merely a definition, a finger-board, pointing out the direction the argument is to take.

Universities consist essentially of two organized bodies with their auxiliary equipments. These two bodies may be called, for want of better names, the Board of Trust and the Faculties. This discussion has to do with both of these bodies, because its specific subject forms an essential part of each of them, and because the relations of the library with the Board of Trust ought not to be less firm and close than with the Faculties, although the ramifications will be wider and more intricate with the Faculties. I shall try to illustrate this idea later, and ask to have it borne in mind with particularity.

The argument does not require that the organization of the Board of Trust be entered into at this time, but with the Faculties the case is different.

Because the Faculties have the work of instruction and of research in immediate charge, they are often thought of and spoken of as the university. At this point it would be convenient to use the term in that narrower sense, but for the sake of clearness let it be avoided even at the cost of circumlocution.

That body with its natural auxiliaries, then,

that body called the Faculties and having in immediate charge the work of instruction and research, consists of numerous parts the names of which are yet more numerous and confusing, namely: the college, the school, the library, the laboratory, the museum, the gymnasium, the shop, etc. But all these, when considered with regard to their essential functions, group into classes of departments few in number. These are the school, the library, and, possibly, the museum. If you ask what has become of the others I answer that they are each and every one either merely one of these last or else a part of one of them. If you find it impossible to assent to this view there is greater trouble to follow, because the position which I prefer to take is that they reduce to two, instead of three, and that these two are the school and the library.

It is not held that these are the best names for the departments under consideration, nor even that they are good names. Indeed, I fear that the last is no longer a good name for its department — and will tell you why without much delay.

I have spoken of the Faculties, considered as a body, and their auxiliary equipments. Now a school or college is one of these auxiliary equipments of the Faculties considered as a body. In turn a laboratory is one of the equipments of a school. And, in like manner, we may go on through the list until my position is justified, and no difficulty arises until the library and the museum are reached. The museum is often regarded as a laboratory, but there is a difference which may be made clear perhaps by considering the dissimilarity of their contents. The materials of education and research, which may be considered as a part of the auxiliary equipment of the Faculties, falls roughly into two classes according as it may or may not be used repeatedly. The first of these let us call the “permanent material of education” and the second “supplies.” Most of the material of a museum falls into the first class, while most of that of the laboratory falls into the second class.

The Faculties, in the course of their develop-

ment, need and have accumulated vast stores of the permanent material of education. This consists of books, maps, charts, manuscripts, photographs, lantern slides, drawings, statuary, paintings, and specimens of sorts innumerable, representing all the kingdoms of this world. The whole of this falls into the one category which I have called the "permanent material of education and research."

Economic administration calls for classification. Classification is putting like things together. It is not a long step to find that the museum logically goes *to* (not *with*) the library rather than *with* the laboratory. The two things, namely, library and museum, cover the same field more or less exactly. The difference is more one of form of content than of the content itself. The museum contains the text and the library its commentary. If the museum is to go *with* instead of *to* the library, then it must be erected into another department co-extensive with the university. But this would not be economic administration. The museum should go to the library and not the library to the museum, because organization in libraries is so much further advanced than in museums that the needs of both will be best served by this arrangement. But then the library must be no longer a mere "bookery," as its present name suggests, and classification is something else than what is commonly called by that name in libraries nowadays.

This, then, is the ideal to be sought. Coalesce the library and the museum. Bind them together in the closest possible relation. Let them be no longer a library and a museum, but an entity, a living organism whose two parts are as vital to each other as are flesh to bone and bone to flesh. But do not mix them. A mixture is not an organism. Bone and flesh do not mix while vitality remains — nor do they separate while vitality remains.

This brings us to the consideration of university library organization and the more immediate subject under discussion.

In the foregoing introduction, without having said it in words, the university, considered

in relation to its ultimate work, has been held to have two aspects voiced respectively by the two bodies comprising it. These two aspects are the External or general governmental voiced by the Board of Trust, and the Internal or immediate administrative voiced by the Faculties.

For convenience, in the consideration of the university library which is to follow, I shall choose to regard it also in these dual aspects because I shall hold what I have before implied, namely, that it is clearly co-extensive with the university not merely in the narrower sense defined by the Faculties, but in its broadest sense. It touches closely every interest of the university in its minutest ramifications — otherwise it is not the kind of library now under consideration.

Before going further I would like to have understood clearly the force of the term "co-extensive" as just applied to the university library. Of course I do not mean that it is the university, nor that it does, or can do, the work of the university, nor that it is greater than the university, nor that it is equal to the university. But I do mean that it is an integral part of the university, without which the university cannot exist; that it is as long and as broad though not as deep as the university, and that the university contains no other department save itself which has these attributes.

Then *the government of the university library reproduces in miniature the main features of the government of the university itself.* This statement may be taken as a basic principle. Upon it is built the structure I submit.

The library has an external and an internal administration and each of these has a breadth corresponding to its proper functions.

The external administration falls naturally into three groups. These groups form

- I. The directorate.
- II. Faculty representation.
- III. Representation of the Board of Trust.

The first of these, the directorate, is the external governing board having actual charge of the library and its policies. It properly con-

sists of three, and three only. These three are

- (a.) President of the university.
- (b.) President of the Board of Trust.
- (c.) Head of the library.

This statement is intended to mirror the normal state of things and must vary slightly with variations in the government of the university. To make my meaning more clear it may be said that in outlining the typical university I took no note of such a body, for instance, as the Board of Overseers of Harvard University, because it is not essential to the conception of the type. In the same way when I state that the external governing board of the university library consists of the foregoing three officers, I have not assumed that the President of the university and the President of the Board of Trust are one and the same person. Such a case, of course, requires a solution, which, however, is easily found in the election by the Board of Trust of a representative from among its members. The essential points are, first, that the external directorate of the university library shall exist; second, that it be constructed substantially as indicated; and third, that its purposes will be best conserved if it consists of three persons and these the three named.

A conspicuous lack of the element supplied by this form of directorate is the prime cause of much of the inefficiency generally chargeable to the university libraries of this country. And if it is not known to you it ought to be that there is no other one class of large libraries in the land that as a class is so generally and so hopelessly behind the times as are the university and college libraries. One of the gravest faults in the organization of university libraries is usually found here. It is common to see the functions of the directorate usurped by a committee from the Faculties. So serious and so far-reaching is the effect of this error that I am led to urge upon you a statement so pungent that it may awaken resentment. Nevertheless I am convinced that to commit the policies of the university library to a committee elected from and by the Faculties, or ap-

pointed from the Faculties, is to start the library if not on the downward path then on the path to comparative mediocrity. It is essentially, radically, wrong and cannot be righted except by undoing.

I cannot here enter into a detailed statement of reasons for the position taken, but because this is a point of deep interest to all concerned and peculiarly apt at causing heart-burnings, I must ask you to permit its discussion at a length which may, to those not concerned, seem disproportionate.

It is conceivable that the Faculties, or more likely the professors, may consider themselves aggrieved or even attacked by the assumption of such a position, but that attitude is not tenable, as it is only the system, if system it may be called, that is attacked. The position does not argue the moral obliquity of the professor nor of the Faculties, but it does point with significant finger to the fact that the individual personal interests of the professor as head of his immediate department clash with those of the library as a whole, and tend to make him not an impartial judge or counsellor.

There seems to be some peculiar element in ordinary professorial duties that militates against the administrative faculty and that too frequently blunts it or that even totally destroys it. Now, the head of the university library must be first of all an administrator — this without prejudice to either his breadth or depth of scholarship — and it is not more than fair to him that he should have associated with him in the management of his department others who are also administrators.

The accuracy of the statement about the administrative faculty among professors is easily enough verified in our universities and it is not uttered in derogation of a noble body of men. I recall an incident that occurred many years since which will perhaps be illustrative. A student was one day busy in the book-stack of the university library when his attention was attracted by the curious actions of a professor of the highest standing who was also busy in an adjoining aisle between the stacks. The professor was upon his knees in the aisle.

The light fell gently upon the silvery hair crowning his uncovered head. In his hand he held a volume and with upturned eyes he seemed anxiously searching for the proper place in which to put the book which he was returning to the shelf after having examined it. He carefully put the volume into an opening which seemed about the right size, but it did not quite fit. So he timidly withdrew the book and continued his search on the adjacent shelves until he found a hole that the volume seemed to fit more exactly — and there he left it. For thirty-five long years he had trod these halls, had studied and had taught, but had not yet learned the use of a shelf-mark of a simple description. You need not smile — far less laugh. He was a kindly and a cultured gentleman; a refined and scholarly man; and if I should speak his name to you every head would bow in assent. For all these years with ever-growing respect his voice had been heard touching all that classic memory holds dear; his pen had made his name revered in language and in art; and when his artistic soul bade his nimble fingers make the music that he loved so well the ears of those who heard him were delighted and their hearts were touched. And when at last the word was passed that he was dead more than one man who never had the great privilege of sitting under his instruction, but to whom his life had been, and yet is, an inspiration went in heaviness to look upon his dead face and pay high tribute.

With one other brief illustration of a different class I will pass on. It would seem a reasonable thing to expect that a university library, whose range is the whole field of literature, would arrange the apportionment of its funds for the purchase of literature in accordance with the relative productivity of the different fields of literature. But I am not aware of any instance in which this is done when the apportionment is controlled by a Faculty committee. The professorial chair is the unit instead. I am aware that there are makeshifts provided to get around the difficulty — but they are makeshifts; that is the trouble. It is

not a makeshift administration that we are seeking.

All this does not mean, however, that there should be no library committee of the Faculties. That would be perhaps quite as great a mistake as the other.

The second of the three groups named above is that formed by the library committee of the Faculties; and it should be elected from and by the Faculties, except that the active heads of such museums — or of such departments of the university as have museums organically related with the library — might be ex-officio members of the committee. Its duties are purely advisory and the number of members is not a vital matter; but the practical necessity for an active working committee of this kind is neither to be overlooked nor minified.

The third of the three groups is the library committee of the Board of Trust. It is created by and from within the Board and its duties are to provide adequate funds for the work and to audit, or direct the auditing, of their expenditure. This closes my sketch of the external aspect of the library.

Now is reached that point in my discussion where the subject opens out with fan-like sweep into infinite detail. As I touch upon internal administration, however, let it be remembered that I am speaking to past masters in the craft and it shall be my aim to avoid detail.

The university library has four chief functions. These are to collect, to prepare, to conserve, and to distribute the permanent material of education and research. To these four chief functions which have been long recognized others may be added that will not be conceded to be of first importance. But there is one which I would like to see added to rank with these and that is the creation or production of the permanent material of education and research. Then let us say the university library has five chief functions. These are to collect, to prepare, to conserve, to create, and to distribute the permanent material of education and research. You will be quick to see that the term "to distribute"

has taken on a new value. Whereas under the old statement it meant little more than to circulate books, under the new statement it means also to publish them. In other words, the university press becomes a part of the library.

Of course this recital of functions is more or less immediately suggestive of the lines into which the staff organization must fall. Aside from the general direction of the whole internal working of the library, each of these five functions calls for at least one division chief; and some of them may be so divided or inter-related as to call for more than one. For example, "to collect" calls for a chief of purchase division, but under this same head must be provided also for receipts. With receipts, however, shipments may well be allied and this belongs not under the function "to collect," but instead under that labelled "to distribute." Considerations of this kind are too numerous and too diverse to permit of any attempt here to more than indicate them by some such instance as that given, but when they have all been considered it is found that the whole work may be conveniently grouped under one head with about eight assistants of rank. The organization then takes this form:

- (a) Head of the Department.
- (b) Secretary of the Department (who may or may not be Vice Head).
- (c) Chief of Purchase Division.
- (d) Chief of Receipts and Shipments Division.
- (e) Chief of Catalogue Division.
- (f) Chief of Inspection Division.
- (g) Chief of Reference Division.
- (h) Chief of Circulation Division.
- (i) Chief of Publication Division.

This group of division chiefs forms the natural advisory body for the Head of the Department so far as the purely internal workings of the library are concerned. It is his cabinet, so to speak. Permit me to suggest that it is logically the natural and proper body to apportion the book fund.

Beyond this it is not my purpose to go. Of course it is seen at a glance that at least some

of these divisions call for subdivision and that all call for a number of assistants of lower grade. For instance, classification is taken care of under (e), Catalogue Division, although it might well be erected into a separate division with its own chief, particularly if the museum becomes a part of the library and classification is thereby raised in the way indicated at an earlier point in this discussion. In like manner binding and repairing are here included under (f), Inspection Division, and supplies under (c), Purchase Division, but these are matters of detail and are not particularly difficult of treatment if the object is the administration of a library merely as a "bookery."

But I wish to speak to you for a moment on a wider and a deeper topic—the coalescence of the library and the museum; the union of the commentary with its text. Let me first enter vigorous protest against a false conception of the scope and relations of museums, libraries, and laboratories, a conception which seems to have been gaining ground with university presidents and with professors in the departments of learning commonly called scientific. The term "museum" has been so often applied to unworthy collections that it has fallen into some disrepute with scientific workers and the term "laboratory" has been magnified by them to fill not only its own right and proper place, but also that of the older and better name for the institution. There has been much loose talk to the effect that the library is a laboratory. The truth is that it is nothing of the sort; and statements to such effect are based upon a misconception. It is true that certain laboratory and museum methods may be used in the library to great advantage and should be used there; but the truth stops at that point. In brief, the laboratory is to the museum what the departmental library is to the university library. I have elsewhere entered more fully into the proper functions of the museum and will not here take your time for a more elaborate statement.

We know that the museum in this country is now chiefly a show-place, at its best, when

in truth it ought to be the touch-stone of vital growth. The difference in development between the library and the museum has been pointed out with friendly hand by Dr. A. B. Meyer,<sup>1</sup> of Dresden, in his recent monograph "On the Museums of the Eastern Part of the United States of America." Three statements in his preface to Part I. struck me with particular force in this connection. These are to the effect that in the United States libraries and museums are not always sharply divided; that, aside from this, libraries are on a higher plane of development than are museums; and that, in general, the museum in its essentials there stands upon a higher level than the European. In his phrase "aside from this" it seems to be implied that the library and museum should be kept sharply separated. I cannot assent to this general proposition, however. The vitality desired for the museum can be had only by its union with the library so that the book and the specimen illustrate

<sup>1</sup> Ueber Museen des Ostens der Vereinigten Staaten von Nord Amerika. Reisestudien von A. B. Meyer, Director des Königl. Zoologischen und Anthropologisch-Ethnographischen Museums zu Dresden.

each other, so that text and commentary are side by side, not merely for the earnest student, but even for the casual inquirer. In thus vitalizing the museum the library need lose none of its vigor. Nor will it if only the problem is grasped intelligently and with strength. The beginning of the work is neither difficult nor complicated and beginnings have been made already sufficient to demonstrate the worth of the plan. A carefully arranged set of references between the two things, the book and the specimen, paves the way and is of untold value; but before the whole work can be done there is one huge unsolved problem that must be faced and that is classification — not merely of books, but of things. I will not quarrel with you over classification. I am not looking for a perfect scheme of classification. The thing to be sought is a rational plan whereby the various classifications now in use in different sciences may be unified or brought into a working relation with each other and with book classification. Here is a fruitful field. Who will enter it?

## INCIDENTS IN THE HISTORY OF THE BOSTON PUBLIC LIBRARY.

BY JAMES LYMAN WHITNEY, *Librarian*.

JUST now the University of Oxford is preparing to commemorate the three hundredth anniversary of the opening of Sir Thomas Bodley's Library.

Beside this ancient institution, American libraries may seem but infants, whose career is hardly worth commemorating. And yet I love to think of the Boston Public Library as really dating back to some indefinite, misty period of time, of which the exact record has not been found.

For we know that there are vague and puzzling allusions some two hundred and forty years ago to a Public Library as existing at Boston. One is found in the Prince collection deposited in the Boston Public Library, in a

copy in manuscript of the will of the Reverend John Oxenbridge, pastor of the First Church in Boston. It is dated "Boston in New-England, the 12 day of the first month 1673-4." The will begins, "I John Oxenbridge, a Sorry Man less than the least of all the mercies and Servants of Christ, am the most weak and worthless creature," and, after the disposal of much worldly estate — silver and many gold rings — for one so humble and dejected, bequeaths "To the publick Library in Boston or elsewhere as my Executrix and Overseers shall judge best, Augustins works in 6 volumes, the Century's in 8 volum's, the Catalogue of Oxford Library, Trithemius catalogue of Ecclesiastick writers, also Pareus' works in 2 vol-



umes, Pineda upon Job in 2 volumes, Euclid's Geometry, Willet on Leviticus, Davenant on the Colossians."

In the Boston Athenæum is a copy of Samuel Mather's "Testimony from the Scripture against Idolatry & Superstition" thought to be printed at Cambridge, Mass., by Samuel Green in 1670. It bears the manuscript inscription "for the publike Library at Boston 1674."

Of Robert Keayne, first commander of the Ancient and Honorable Artillery Company, every Boston person has heard, and of the Town House to which he contributed most liberally. By his lengthy will he provided that the proposed Town House should contain a "convenient roome for a Library & a gallery or some other handsome roome for the Elders to meete in and conferr together," and that it receive as a beginning "such of my Divinitie bookes and Comentaries, and of my written sermon bookes or of any others of them as they shall thinke profitable and usefull for such a Library (not simply for show, but properly for use), they being all English, none Lattine or Greeke."

A rather uninviting foundation for a public library, one would say, yet not unlike the beginnings of other American libraries at the time. Of the books given by John Harvard to the library at Cambridge, sixty-two per cent. consisted of theological books, while of the foundation books of Yale College, given by the little company of ministers at Branford, nearly all were theological works, and, strange to say, "there was not a single volume relating to classical literature or the sciences." And public libraries of the time were not less gloomy. The chief possession of the Town Library of Concord, Mass., in 1672, was "The Bookes of Marters" which the selectmen were instructed to keep from abusive usage and not lend to persons for more than one month at a time. Even at a much later date a similar state of things existed. Franklin in his Autobiography says, "My father's little library consisted chiefly of books in polemic divinity, most of which I read, and have since often regretted that, at a time when I had such a

thirst for knowledge, more proper books had not fallen in my way, since it was now resolved I should not be a clergyman."

From the records of the Selectmen we learn that Mr. John Barnard, Junr., was "desired to make a Cattalogue of all the books belonging to the Town Library and to Lodge the Same in ye sd Library," and later that "haveing at the request of the Select men Set the Towns Library in good order, he is allowed for sd Service two of those books of which there are in ye sd Library two of a Sort."<sup>1</sup>

Richard Chiswell, an eminent bookseller of London, writing to Increase Mather at Boston, Feb. 16, 1676-7, says, "I have sent a few books to Mr. Usher without order, which I put in to fill up the Cask. You may see them at his shop, & I hope may help some of them off his hands, by recommending them to your publike Library."<sup>2</sup>

This Library is elsewhere alluded to as being at the East End of the Town House, and whatever it may have been it was probably the foundation of that accumulation of ancient books whose destruction was mentioned at the time of the burning of the Town House in 1747.<sup>3</sup>

Here we lose all trace of the Boston Public Library for a long time to come. May not its foundation have been laid again only perhaps to be overthrown in the troublous times which culminated in the siege of Boston?

Elsewhere, as we pass over into the eighteenth century, the mists seem to clear away and numerous libraries are seen. We are told that twenty-nine existed at the eve of the Revolution, and while none of them answers to a public library as we understand it, they may fairly be called in some sort such.<sup>4</sup>

A foreigner visiting this country at this time presents this roseate view: "In many towns, and in every city, they have publick libraries.

<sup>1</sup> 11th Report of the Record Commissioners of the City of Boston. Record of Boston Selectmen, 1701 to 1715.

<sup>2</sup> Winsor's Memorial History of Boston, i., 501; Mass. Historical Society Collections, 4th series, viii., 576.

<sup>3</sup> Winsor's Memorial History of Boston; Massachusetts Magazine, vol. 2, p. 467, August, 1791.

<sup>4</sup> Winsor's Memorial History of Boston, iv., 281.

Not a tradesman but will find time to read. He acquires knowledge imperceptibly. He is amused with voyages and travels, and becomes acquainted with the geography, customs, and commerce of other countries. He reads political disquisitions, and learns the great outlines of his rights as a man and as a citizen. . . ."<sup>5</sup>

From this time on many libraries were established in Boston, by learned societies, and by individuals acting together as shareholders; some of them still exist. But for a Free Public Library the city was to wait for many years. When was its first foundation laid?

As one enters the Copley Square building of the Boston Public Library and passes to the stairway, he finds, imbedded in the pavement, a laurel wreath, encircling the names of those who have been regarded as the founders of the library. Before this wreath I have seen visitors standing perplexed at one name found there: Vattemare.

"Who is this man with the foreign name?" was asked. "He seems quite out of place in the company of these old Bostonians."

If curiosity had led these visitors to further enquiry, they would not have found help in biographical dictionaries and encyclopædias in the great reading room of the library, only the brief mention in a German work that Vattemare was a "Französischer Bauchredner," that is, a French ventriloquist.<sup>6</sup> This he was, to be sure, but, as we learn from manuscripts in the Boston Public Library, in the handwriting of his friend, Miss Eliza Susan Quincy, daughter of President Quincy of Harvard College, "in addition to this faculty of producing the most diverse voices and tones in every direction, and at every distance, he possessed uncommon mimetic talent and could represent persons of different sexes, ages, conditions,

and figures with such rapidity of change that it appeared like enchantment. This extraordinary talent, his modesty, and the benevolent object of his art everywhere gained him the warmest applause, and most flattering testimonials from crowned heads and other distinguished personages." Indeed, he appeared at the London theatres in plays in which he took all the parts, as may be seen in the play "Adventures of a ventriloquist; or the rogueries of Nicholas. . . . Entertainment in three parts, as embodied, illustrated and delivered by Monsieur Alexandre . . . at the Adelphi Theatre, Strand. Written and contrived by W. T. Moncrieff, London, 1822," with illustrations by Robert Cruikshank of the various parts assumed by Vattemare in the play.

"When Monsieur Alexandre (for this was the name by which Vattemare was known) was in Scotland in 1824," says a Scotch newspaper, "he paid a visit to Abbotsford, where he entertained his distinguished host and the other visitors with his unrivalled imitations. Next morning when he was about to depart, Sir Walter Scott felt a good deal embarrassed as to the sort of acknowledgment he should offer; but at length, resolving that it would probably be most agreeable to the young foreigner to be paid in professional coin, if in any, he stepped aside for a few minutes, and on returning, presented him with this epigram:—

'Of yore, in Old England, it was not thought good  
To carry two visages under one hood;  
What should folks say to you who have faces so plenty  
That from under one hood you last night showed us twenty?  
Stand forth, arch-deceiver, and tell us in truth  
Are you handsome, or ugly? In age, or in youth?  
Man, woman, or child? Or a dog or a mouse?  
Or are you at once each live thing in the house?  
Each live thing, did I ask, each dead implement too?  
A workshop in your person — saw, chisel and screw.  
Above all, are you one individual? I know  
You must be, at the least, Alexandre and Co.  
But I think you're a troop, an assemblage, a mob,  
And that I, as the sheriff, must take up the job;  
And instead of rehearsing your wonders in verse,  
Must read you the riot act and bid you disperse.  
' Abbotsford, 23 April, 1824. Walter Scott.'

<sup>5</sup> Force's American Archives, 5th series, 1776, col. 1049: Translation of a letter written by a foreigner on his travels, dated Dec. 3, 1776.

<sup>6</sup> Curiously, a brief account of Vattemare is in Appleton's "Cyclopædia of American biography," perhaps as entitled to American citizenship from his interest in the United States.

<sup>7</sup> Sir Walter Scott held the office of sheriff of the County of Selkirk.

But all this would not have brought to Vattemare enduring fame or secured him a place in our Valhalla.

In the pursuit of his profession, visiting the cities of Europe, and becoming acquainted with their treasures of books and works of art, he was interested, first of all, as a private collector, to increase his own stores. Afterwards the thought came to him, why might there not be between nations an exchange of literary and artistic treasures, whereby all might benefit?

This idea, having gained possession of him, never relaxed its hold; he abandoned his profession about the year 1827 and devoted the remainder of his life to its realization. Journeying over two continents, he made his persistent appeal, year after year, to governments, until, we are told, induced by his contagious energy, state after state succumbed to his representations, so that by 1853 he had brought one hundred and thirty libraries within his operations, and between 1847 and 1851 had brought from France for American libraries 30,655 volumes, besides maps, engravings, and other objects of interest.\*

Full of ambition (as expressed in his own words) to give the intellectual treasures of the cultivated world the same dissemination and equalization which commerce had already given to its material ones, whose outcome was to be "the establishment in every quarter of the world of free public libraries and museums ever open to the people," he came to America at various times between 1839 and 1850. Of his visit to Boston an interesting account by Josiah Phillips Quincy is to be found in the *Proceedings of the Massachusetts Historical Society* for November, 1884.

Through the influence of President Quincy, and of his son, later mayor, and others, a meeting of the young men of Boston, favoring the project of Vattemare, was held on April 24, 1841. This was followed by a general meeting of citizens on May 5.

The enthusiasm at that time elicited did not result in any immediate action beyond the ex-

change of gifts of books between the cities of Paris and Boston.

On a visit to America in 1847 Vattemare found that the time for action had arrived. Mayor Quincy in a letter to the city council offered the sum of five thousand dollars for the furtherance of the plans of Vattemare through the establishment of a Public Library and museum, provided that ten thousand dollars be contributed by others for this purpose. This offer was never met.

The city council voted to appropriate a room in the city hall to receive gifts from the city of Paris and other sources and appointed a committee to consider the expediency of establishing a Public Library.

In March, 1848, on the petition of the city council, the legislature passed the necessary act authorizing the establishment of such a library.

You see, then, why it is that within the laurel wreath the name of Vattemare is seen. If not the founder of the Boston Public Library he was at least the suggestor and the inspirer, and, as such, may he not be regarded as a pioneer of the free library movement in this country?

As Mr. Winsor has said, "His scheme and its production are now mostly forgotten. The Public Library of Boston would doubtless have come without it; yet in the agitation which Vattemare incited we must look for the earliest movements which can be linked connectedly with the fruition now enjoyed by so many."<sup>9</sup>

The movement for a Public Library has now begun to assume shape, if for a time vaguely. For three or four years nothing appears to have been done by the city council to carry out the provisions of the act of the legislature.

The facts, however, that petitions were presented requesting action and that John P. Bigelow, then mayor, offered on August 5, 1850, one thousand dollars (the first gift of

---

\* Winsor's *Memorial History of Boston*, iv., 236.

---

<sup>9</sup> Additional information in regard to Vattemare may be found in a biographical sketch by William E. Foster, in volume five of the "Memorial biographies of the New England Historic Genealogical Society," published in 1894, which sketch refers to other sources of information.

money received for the proposed library) show that the scheme had not been forgotten.

The publication of the will of John Jacob Astor, by the provisions of which a princely sum of money was bequeathed for a Public Library in New York City, created a deep impression in Boston, and tended to crystallize public opinion into definite action.

First of all, a site for a library was to be chosen. Members of the city council advocated the erection of a building in connection with a new city hall. Others favored the public garden. A piece of land on Somerset street was finally bought, but quickly sold, by reason of the opposition raised to a site so near the Boston Athenæum and so far from the centre of population, of which the trend was in the direction of the South End. Sites on Temple place and Boylston street were considered. The committee were authorized to buy either; the choice fell on the Boylston street lot.

From time to time the question had arisen as to a union between the Boston Athenæum and the Public Library. The heated controversy which arose revived interest in the Athenæum (at that time thought to be moribund), and it was decided that each institution could occupy its own field, and that there was room for both — an opinion which in the lapse of time has been justified.

In the meantime additional shipments from Vattmare had been received to which citizens of Boston, Mr. Edward Everett and others, made additions. In a letter accompanying Mr. Everett's gift of about one thousand volumes of the priceless early public documents of the United States government, he said, "I cannot but think that a Public Library, well supplied with books in the various departments of art and science, and open at all times for consultation and study to the citizens at large, is absolutely needed to make our admirable system of public education complete; and to continue in some good degree through life that happy equality of intellectual privileges, which now exists in our schools, but terminates with them. And I feel confident that with such

moderate co-operation as I have indicated, on the part of the city, reliance may be safely placed upon individuals to do the rest. The Public Library would soon become an object of pride to the citizens of Boston; and every one would feel it an honor to do something for its increase."

These words were prophetic. On the formation of the first board of trustees, in 1852, Mr. Everett was elected as president. The preliminary report, drawn up by him and George Ticknor, at the request of the city, upon the objects to be attained by the establishment of a Public Library and the best mode of effecting them, is a document which will always remain a classic.

We think of the Boston Public Library as an institution to whose foundation but little of romance can be attached. Yet not unlike a fairy tale is the story of the Weymouth boy, Joshua Bates, who, step by step, found his way to the position of one of the great bankers of the world. How strange the chance that just at this time Boston, the city of the lad's first adoption, should seek him out in London for his aid in carrying out its financial projects, and that a copy of the report just mentioned should have fallen into his hands. If all the books that have come to the library through Mr. Bates's gift of one hundred thousand dollars and accumulated interest could be placed before you they would seem to rival the treasures of Aladdin's palace.

The success of the library was now assured. How the horizon must have lifted when it was seen that it was no local, circulating library that was to be, but an institution to which students were to come the world over!

The reading room and library were opened in the building on Mason street, on March 20 and May 2, 1854.

Commissioners to erect a building were appointed, and plans were invited, of which twenty-four were received. The books accumulated at the city hall were moved to the building of the Girls' High and Normal School on Mason street. Great interest was shown in hastening the opening of the library, the

girls of the school offering their services as volunteers.

The laying of the corner-stone of the new building on Sept. 17, 1855, was made the occasion of a public display and procession, with addresses by Robert C. Winthrop and Mayor J. V. C. Smith, with singing by the school children.

The dedication of the library on Jan. 1, 1858, was an affair of more pomp and circumstance, officers of the United States government, state and city officials, and representatives of learned bodies marching under military escort to the library building. The addresses by Mr. Winthrop, Mr. Everett, and Mayor Alexander H. Rice, were listened to by 3,000 spectators. On Sept. 17, 1858, the Reading room was opened and on December 20 the Lower Hall library of some 15,000 volumes was ready for use, with a printed index or catalogue.

There was no more interested or satisfied spectator than Mr. Ticknor who watched through the day until evening all that was done, without seeing a moment's trouble or confusion, and felt sure that this great enterprise was to be a success.

A red-letter day this must have been in the history of Boston. As the great oak door swung open, how fortunate they who could press in with the happy crowd who had been waiting long and impatiently for this event. And yet a feeling of disappointment must have set in, as, gazing about, they found no spacious, lofty halls; only a Delivery room with a low ceiling and two reading rooms of limited size, and a collection of popular books only, such as any town library might begin with. This Lower Hall library, as it was called, under the charge of Edward Capen, was the only collection of books accessible. For the opening of the main collection in its more splendid setting the people were to wait for over two years, while the work of preparation went forward with all diligence. Specialists prepared the titles of many thousand volumes, whose purchase was entrusted to Mr. Ticknor, who

spent fifteen months in Europe at his own expense for this purpose.

The books as received were placed in buildings near by, where they could be conveniently handled.

Public interest in the new library was intense and the generosity of the citizens knew no bounds.

The late Mr. Edward Edwards, the distinguished English librarian, has attributed the great success of the Boston Public Library to the "co-operation between corporate functionaries on the one hand and independent citizens on the other," which he says has always existed here. In the case of libraries in course of formation in his own country he said that it would not be safe to place any great reliance on the acquisition of books by gift.

The stream of gifts to this library has been constant. When the Bates Hall was opened for use and its first Index published it contained over 74,000 volumes, nearly all of which were gifts. In 1900 the library received 27,174 volumes, pamphlets, etc., from 2,450 different givers. These gifts have included the great sums of money given by Joshua Bates, Jonathan Phillips, the Bowditch family, the Scholfields, William C. Todd, and others, and the lesser amounts from many givers, while private collections of priceless value have found their way here.

To plan the first great Free Public Library in this country was a difficult undertaking. Nowadays delegations from towns planning public libraries visit other libraries far and near, while pictures and plans of such institutions are within reach. The founders of our Free Public Library were pioneers and had no such models before them. They proceeded carefully and tentatively, even at times with timidity, fearing lest their desires might seem too magnificent for public support and bind the city for all time to greater burdens than it might be willing to assume. But they found, as their successors have found, that public opinion has not only sustained but has led the

way, and the city government has always been proud of its library and most generous. That there should have been much difference of opinion among the founders as to the construction of the building might be expected. A new party had just then come into power — Know-Nothings, so-called, who were eager to prove that they knew all things — which was very trying to the old-fashioned Bostonian. Even as to what should be the scope and function of the new library they were not entirely agreed, as may be seen in the "Life, letters and journals of George Ticknor." Most important of all, was it to be a popular institution with the free circulation of its books, or one mainly for scholars, like other libraries then in existence? It must be both these was the wise conclusion.

The office of Superintendent having been created by an ordinance of the city, the library was most fortunate in securing the services of Mr. Charles Coffin Jewett, who had been the librarian of Brown University and the Smithsonian Institution, a most skilled bibliographer and energetic administrator. A card catalogue having been prepared, the books were placed upon the shelves, arranged after the Decimal System of Nathaniel B. Shurtleff, one of the trustees of the library and afterwards mayor of the city of Boston.

It was called the Decimal System because the alcoves were multiples of ten, and each subdivided so as to contain exactly ten ranges of shelves, and each range to contain ten shelves, making, barring exceptions, one hundred shelves to each alcove.

Whether or not this system was what its designer intended it to be, namely, "comprehensive, positive, intelligible, and immutable," it was at least cunningly devised and quickly mastered. The runner for books on his first day's service learned that the entry 2345.7 meant the twenty-third alcove, the fourth range, the fifth shelf, and the seventh book on the shelf, and he never fumbled or forgot it. When the library was moved to Copley square all this fair and immutable fabric came near tumbling to pieces, at least all the self-ex-

planatory part of it, and the strain on the memory became great.

Work was next begun on a printed catalogue for the Upper Hall collection. The two volumes published in 1861 and 1866 were planned on the dictionary system, author, subject, and title being in one alphabet, and were called Indexes, as pointing to the card catalogue for fuller entries. Mr. Winsor says that it was the most advanced specimen of library cataloguing which had then been produced in America,<sup>10</sup> and, as Agassiz predicted, it has had a lasting influence upon the general culture of our community.

A glance at these catalogues will show that the books were for the use of scholars and were selected by scholars who were inspired by high ideals.

In 1854, soon after the opening of the Astor Library, Dr. Cogswell, the superintendent, wrote,<sup>11</sup> "I never want to see a reader who does not come for a valuable purpose" . . . and he abhorred all who read "the trashy, as Scott, Cooper, Dickens, *Punch*, and the *Illustrated News*."

In our own Index Cooper and Dickens are hardly represented at all, or Irving, or for that matter, Shelley, or Keats, or even Wordsworth. They were to be looked for in the collection in the Lower Hall. Later, when it was decided that the Upper Hall collection should be a lending library and not one for consultation only, it took on a more popular character.

The whole library was now equipped and started upon its course, when, suddenly, Mr. Jewett died; the death of Mr. William E. Jillson, the assistant superintendent, followed a little later. Mr. Everett had died some time before and Mr. Ticknor had given up active duty by reason of advancing age.

At this critical time, the four pillars of the library removed, two men appeared who were to influence profoundly its future. One was Mr. William Whitwell Greenough, a trustee of the library for thirty-two years, for twenty-two of which he was the president of the board. Mr.

<sup>10</sup> Winsor's Memorial history, iv., 290.

<sup>11</sup> Life of Joseph Green Cogswell, pp. 264, 265.

Greenough, bred as a scholar and literary man, was later called to be the president of a great business corporation. He brought to the service of the library a wide acquaintance with books, together with a knowledge of men and of affairs. Almost daily for thirty-two years he came to the library and gave its affairs his closest attention.

In the year 1867 appeared a report of the committee appointed to examine the library, which attracted wide attention. Written by Justin Winsor, a newly appointed trustee, it showed a grasp as of one long trained in the service. It was evident that a master librarian was at hand. Mr. Winsor was at once put in charge of the library and a little later made its Superintendent and began an administration of great vigor.

The library building, planned to last through the century, already in ten years had outgrown its limits. In the specifications of the commissioners there was no mention of working rooms; cataloguers and binders worked in the alcoves. Rooms for the business of the library had to be provided and much additional shelf room.

The original Act of the General Court of Massachusetts in 1851 authorized cities and towns to establish and maintain public libraries with or without branches. In the report of the Boston Public Library for 1859 the hope is expressed that the central library might in time "become the parent of a circle of district libraries scattered about the city, each with separate resources."

The first of such branches was opened in East Boston in 1870; another in Roxbury followed in 1873, in a building erected by the Fellowes Athenæum; and this movement has kept on steadily, until now the library has ten branch libraries, with large collections of books and 107 reading-rooms, stations, and other agencies.

From the beginning it had been seen that so great had become the growth of the library that the publication of its general catalogue in book form could not be continued. Class lists were prepared, and in 1867 a bulletin of

new accessions was begun, which publication, with changes of form, has continued until now. In time these catalogues and bulletins had become so numerous as to choke all approach to the books.

Mr. Jewett had affirmed as far back as 1861 that "Nothing short of what a card catalogue is in plan can ever be regarded as entirely satisfactory for a great public library." This opinion was confirmed as time went on. In the year 1871 the foundations were laid of a card catalogue, the idea of which was borrowed from the Library of the University of Leyden, and intended to give, under author and subject, full entries for all the books in the library.<sup>12</sup>

This collection of cards, printed within the library building, has gone on increasing day by day for thirty years until it now includes two general catalogues for the central library, with duplicates for each of the special departmental libraries, and independent catalogues for each of the branches. The number of cards placed last year in their catalogues was 265,000.

The attempt was now made to guide readers in the selection and use of books by means of annotated catalogues which proved to be most helpful.

Mr. Winsor resigned the office of Superintendent Oct. 1, 1877. Under his management the library increased from 144,000 volumes to 320,000; the home and library use of books increased from 209,000 to nearly 1,200,000.

The library was placed in charge of Dr. Samuel A. Green, one of the trustees, for a year; the trustees of the library were made a corporation in 1878; and Mellen Chamberlain was chosen the librarian (as the office was now called), Oct. 1, 1878.

Judge Chamberlain was especially interested in American history, and the development of the library during his administration was largely in this direction. To this end the

<sup>12</sup> The planning of this catalogue fell largely upon William A. Wheeler, the Assistant Superintendent, a scholar of accuracy and wide knowledge, whose death in 1874 was a severe loss to the library.

coming of the Barlow and John A. Lewis collections and the Franklin collection of Dr. Samuel A. Green contributed. He also desired a closer co-operation between the library and the public schools. His plans, long delayed, have been effectively revived recently. Judge Chamberlain's chief monument, however, will be the collection of manuscripts which he bequeathed to the library. In his time the scholarly side of the library was shown by the publication of the catalogues of the Ticknor and the Barton libraries.

The library, during the last two years of the occupancy of the Boylston street building, was under the charge of Theodore F. Dwight.

On April 22, 1880, the General Court gave to the city of Boston a parcel of land, situated on the southerly corner of Dartmouth street and Boylston street, for a building for the Public Library.

In 1883 additional land was bought and the sum of \$450,000 was granted by the city council for a building. Plans were invited, of which twenty were received, of various degrees of merit. One had a tall chimney, like a factory, or brewery, with a large room labelled "Beer," thus anticipating notions which are in the air just now. Another room was for "Supernumeraries." Just what this room was to be used for did not appear — possibly for a sort of doctor's waiting-room for applicants for positions in the library. On March 30, 1885, the city architect was directed to prepare plans to submit to the trustees. In these five years of waiting there had arisen a growing sense that a building of greater dignity and beauty was required than could be provided with the means at the disposal of the library. In 1887

an act was passed giving the trustees full power in the matter, and Messrs. McKim, Mead, and White were chosen to design and supervise the construction of the new building, for which ample means were supplied by the city.

On the resignation of Mr. Greenough in 1888, Mr. Samuel A. B. Abbott was chosen president of the Board of Trustees. To these gentlemen and their associates the city of Boston is deeply indebted for the successful carrying out of an enterprise of great magnitude and difficulty.

On Nov. 28, 1888, the corner-stone of the new building was laid, with addresses, and a poem by Dr. Oliver Wendell Holmes.

The special collections, beginning with the Allen A. Brown Music Library, were moved in the autumn of 1894; on December 14 the removal of the main body of books was begun. On the 28th of January, 1895, all the books belonging to the library were on the shelves of the new building.

It was a sad day when the dear old Boylston street library was given up to an "Eden Musée," with its exhibitions of wild beasts and "Chamber of Horrors." No wonder that those who later tore down the building were confronted by an immense python, sent there by the avenging gods.

The new library was opened to the public without ceremony on March 11, 1895. Mr. Herbert Putnam was appointed librarian, and to him was entrusted the important work of reorganization.

Its history since that time is outlined in the annual reports as well as in the new Handbook prepared for this Conference.



## THE CATALOGUE OF THE PUBLIC LIBRARY OF THE CITY OF BOSTON.

BY E. B. HUNT, *Chief Cataloguer, Boston Public Library.*

A REAL catalogue is the opposite of a poet, *fit non nascitur*. It is, I believe, always an evolution more or less rapid and successful, and I suspect that a slow growth brings about a more trustworthy and sturdy result than a more rapid and pyrotechnic development. The oak grows slowly, but it outlasts many a maple.

The foundations of the catalogue of the Boston Public Library were laid broad and deep by that excellent librarian Charles C. Jewett. There have been times of halting and even of retrogression, but they have been not for long, and the catalogue has grown very largely on lines laid down by Mr. Jewett.

The first catalogue of our library is a small octavo volume published in 1854. It is entitled, "Catalogue of the Public Library of the City of Boston," and in the preface it is called "A condensed index of the contents of the Public Library, giving the title of each book only once and having no object but to render all the books useful. The whole number of volumes in the library somewhat exceeds 12,000."

In 1858 was published, in large octavo, the Index to the catalogue of a portion of the Public Library arranged in the Lower Hall. This Index "contains the titles of about 15,000 volumes, all placed in the Lower Hall. As a popular circulating library, therefore, the collection now offered to the public contains probably three times as many desirable books as the one offered four or five years ago." Supplements to this catalogue were published at short intervals, eight having appeared up to 1865.

The Index to the catalogue of books in the Upper Hall of the Public Library of the city of Boston was published in 1861; a fat volume of 900 pages, two columns brevier to the page, embracing about 55,000 volumes, all in the Upper Hall. From this it appears that be-

tween 1854 and 1860 the collection grew from 12,000 to 74,000 volumes.

1866. This year was published the First Supplement to the Index of 1861. This Index embraces about 34,000 volumes, which brings the number of volumes in the library in July, 1866, up to about 105,000.

In the preface to the Index of 1858 the trustees state: "It will be observed that the catalogue now published is entitled 'An Index.' The larger one, when published, will probably offer a title of no higher pretensions. The main catalogue . . . is much more ample and important, and is to be found in manuscript, alphabetically arranged on separate cards, indicating the contents of the library with as much minuteness of detail, both by subjects and by authors, as the means at the disposition of the trustees have permitted them to make it." Then follow these words of wisdom: "Next to the collection of its books, the trustees look upon the catalogue as the most important part of the library, for it is the part by which the whole mass of its resources is opened for easy use — the key by which all its treasures are unlocked to the many who . . . are asking for them so often and so earnestly. A large library without good catalogues has sometimes been compared to a Polyphemus without an eye, and more frequently to chaos, which it certainly too much resembles. This reproach the trustees hope to avoid for the Public Library, which they desire, above everything else, to render useful." That is the key-note of the Boston Public Library.

Please note the date at which it is said that "the main catalogue is to be found in manuscript alphabetically arranged on separate cards," October, 1858.

This fact, and the additional fact that Ezra Abbot had a card catalogue of subjects in the Harvard library equipped with blocks, rods,

etc., in 1861, would seem to militate somewhat against the statement made on current note-paper and bill-heads of the Library Bureau, a corporation established in 1876, that the Bureau is the inventor of the card system.

There is another expression in the trustees' preface regarding the main card catalogue, namely, that it is more ample and important than the printed indexes. The word "ample" is a most happy one. Those cards were about  $5\frac{1}{4} \times 6\frac{3}{4}$  inches in size, and when it became necessary, from length of title or contents, to use more than the face of one card, it was turned over and the back was utilized. This catalogue was not open to the public, but could be consulted under the guidance of the superintendent or his deputies. It served as the basis of all the indexes and lists published in book form from 1855 to 1866, when the first supplement appeared. As this title indicates, the intention was to print other supplements as they should be necessary, say once in five years. But the nuisance of so many alphabets, and new light on the merits of card catalogues for public as well as official use, led the trustees to abandon the attempt to keep up the main catalogue in book form. Promises of a forthcoming supplement appear in the annual reports of the Trustees from 1867-1872. At the latter date, however, is a definite statement that there would be no further attempt to print another supplement, and that the main catalogue would be on cards, printed so far as possible, and accessible to all uses of the library.

These "printed" cards were made by pasting titles on cards. The titles were printed on long galley strips, about one hundred titles to the form. Thirty impressions were generally taken, and were used for special lists, etc., in addition to those which were mounted and placed in the Public and Official catalogues. Gradually the index and first supplement were cut up and mounted on cards and placed in the Public catalogue, also the Bulletins, which had been published between the printing of the first supplement and the

establishment of the card catalogue, were mounted and placed in the Public catalogue. These pasted titles from the index and supplement were never inserted in the Official catalogue and now only those which have been reprinted are to be found in that catalogue; probably 60 per cent. now appear on printed cards in both the Public and Official catalogues. During the year 1875 about 70,000 cards were added to these two catalogues.

In the year 1869, Mr. Justin Winsor being superintendent, a new departure was made in the method of dealing with pamphlets. Mr. Winsor's own description of it is as follows: "Instead of treating each pamphlet of a bound volume separately, as if it were a book by itself, the volume has been treated as a whole, the entry being made under the author or subject, — just as one or the other was the bond of union between the pamphlets, — with full cross references from a table of contents. The gain in compactness — more and more necessary as our library increases — was thought to warrant a departure from the principles so well laid down by my predecessor [Mr. Jewett] in his manual on catalogue work."

This is what is called in poetry the Lumping system; and with all respect to Mr. Winsor and the many good things he did for our library and others, it is a system of which the "craft and subtilty of the Devil" might well be proud. Certainly the mind of man could not, unaided by infernal powers, devise a worse. Of course it knocked the alphabet under both author and subject galley west. Then in his rage for historical pamphlet-volumes the same pamphlet was used over and over again. For instance, a volume on the history of Charlestown must needs contain Webster's Oration at the Bunker Hill Monument, so must a volume of Boston history, also, Bunker Hill Battle; Siege of Boston; Bunker Hill Monument Association; Webster himself; Orations, Collected; New England, History, Revolution; United States History, Revolution; Concord, Battle of; Lexington, Battle of; and soon almost without limit. At

all events, we had at one time on the shelves and catalogued in one way or another thirty-three copies of this oration. Mr. Winsor for years poured these pamphlet volumes on to the shelves, and the "compact" cards for them into the catalogue. At length, about twenty years ago, largely through the efforts of Mr. Whitney and Mr. Swift, this sort of so-called cataloging was stopped and we have been trying to do over what is worth preserving of this mass of stuff, and get rid of the burdensome duplicates and purge the catalogues of the pamphlet-volume cards. It has been a wofully expensive piece of work, and the end is not yet.

To return to the evolution of the catalogue. In August, 1876, a change was made, "by which it was calculated that half the cost and half the delay would be saved. The titles were written with prepared ink, 20 to a sheet, and by a new process the autograph was transferred upon either a lithographer's stone or a gelatine plate, from which impressions were taken with ordinary printers' ink upon the necessary number of sheets of Bristol board. These being cut up by a machine were converted at once without the labor of dissecting and pasting sheets into cards ready for the catalogue, so far as the main entries were concerned, and only needing the inscription of the cross-reference heading for the others." During this year, 1876, 71,345 cards were placed in the catalogues.

The use of these process sheets continued until 1879. In that year the printing of cards directly on sheets of board was undertaken by a printer who furnished his own plant and was paid so much a title, the library furnishing the stock. This was the beginning of our present style of cards. There have been many changes as to faces of type, measure of the lines, etc., but no radical change. In the beginning, and for many years, the main entry gave no hint of the subject headings, but these were added in manuscript on the backs of the main or author cards. Since 1877 the revision of the catalogue has been going on with greater or less regularity and is still progressing. As indica-

tive of the amount of work which is doing in this way, I will remark that in 1899-1900 there were re-catalogued 13,382 volumes and parts of volumes; in 1900-01, 22,583 volumes and parts were re-catalogued. The hope is to reprint all the pasted and manuscript cards and bring the whole catalogue up to the present standard.

The printing of the cards within the Library building has continued since 1879. Shortly after our removal to the present building the Printing Department was much enlarged. Two linotypes were purchased and three presses of different sorts, and all the printing of the library, including cards, annual lists, bulletins, class catalogues, finding lists, forms, call-slips, etc., etc., is done within the building. The annual report of the library, being a city document is, of course, published by the city. The output of cards has grown steadily since the establishment of the Printing Department, and the number filed this last year, including Branches, was over 265,000; of this number 232,000 were put in the catalogues of the Central Library. The Public catalogue, that in Bates Hall, contains approximately 1,200,000 cards. Our cards run about 70 to the inch, and at that rate there are in the Public catalogue 1,428 linear feet, or something over a quarter of a mile of cards standing on edge.

It has been found expedient to multiply our departmental catalogues. The Fine Arts Department, the Brown Music Library, and the Map Collection has each its own catalogue which is duplicated in the Bates Hall catalogue. The cards of the other special collections, such as the Ticknor, Barton, Bowditch, Prince, and others, are filed in one alphabet in cases in the Barton-Ticknor room, on the third floor. The Statistical Department has its own catalogue. About 60 per cent. of all titles are placed in three catalogues, that is, in the Public catalogue in Bates Hall, the Official, in the Catalogue Department, and in at least one of the Special libraries catalogues. The total number of cards in all the catalogues cannot be less than two and one-half millions.

Many men have made their impress on the catalogue: Mr. Jewett, *clarum et venerabile nomen*! Mr. Winsor, Mr. W. A. Wheeler, Mr. James M. Hubbard, and most of all since Mr. Jewett, Mr. James L. Whitney, our present Librarian.

So much for the growth of the catalogue. As for the sort of catalogue it is, I suppose every one in this audience knows that it is a dictionary catalogue. It is built on lines of common sense, and utility has always overborne consistency in its making. Many of us who have worked longest upon it have had much opportunity to deal directly with the public and to get a good notion of how the average man approaches a big catalogue. If we can hit the subject heading that the average man will look for, we adopt it, and care very little whether it is scientifically consistent with the rest of our allied subject headings. Of course we always mean to make a *see* reference from the logically scientific heading to the one which we adopt, if different, and we also try to keep all our allied subject-headings connected together by full and minute cross-references.

There are many points which, were we making the catalogue *de novo*, we should probably change. I think perhaps one of the worst of our faults is the geographical arrangement of subjects, particularly those of a scientific sort, such as botany or geology. At present it is impossible for the specialist to find everything we have on such a subject as botany, for each monograph on the botany of any particular place was for many years entered under the name of the place only. For the last six or eight years we have tried to remedy this defect by putting these titles under both the local and general subject-headings, and inasmuch as the bulk of this sort of writings is in pamphlet form and is on

pasted or manuscript cards which will sooner or later be reprinted, the specialist will be able when that is done to find all of our material on such subjects in one place.

We treat every separate publication, whether a broadside or a book of a thousand pages, as a volume, and we do all the analysis work that we can. Collections of monographs by different writers we always analyze, and we try to do this work on the publications of academies and learned societies all the world over. Nothing, I believe, enriches a catalogue so much or makes its material so accessible as this analysis work. For the last five years we have done on the average between five thousand and six thousand such titles yearly.

But I do not intend to apologize for the catalogue. It was a pioneer in catalogue work in this country, and with all its inconsistencies and short-comings, of which no one is so conscious as we who have given our lives, or the best part of them, to its upbuilding, it is the best catalogue, bulk for bulk, in the world. This is not an official opinion, but is one expressed in my hearing within a month by the ripest scholar I know, who has used libraries and catalogues not only in Europe, but in all parts of this country. Mr. Alleyne Ireland, a thorough Englishman who is now on a mission to the Far East, sent by the University of Chicago, expressed in almost the same words his admiration of our catalogue. He had been using it steadily for nearly a year, when, last summer, he returned to England, and while in London tried to continue his work at the British Museum. He tried it for nearly a week, and then, as he told me, he went to a high official and said: "My time is too valuable for me to work in this library; what you should do is to take your entire force over to the States and learn how to run a library and make a catalogue."

## PAINS AND PENALTIES IN LIBRARY WORK.

BY ARTHUR E. BOSTWICK, *Chief of the Circulation Department, New York Public Library.*

IN somewhat the same way as Irving makes Diedrich Knickerbocker begin his history of New York with the creation of the world, so we may open a discussion of this subject with a word on the theory of punishment. We all know that neither moral philosophers nor penologists are agreed in this matter. Do we inflict punishment to satisfy our eternal sense of justice, to prevent further wrong-doing on the part of the person punished, as an example to others, or to reform the delinquent? So far as the justicial theory goes, it is unnecessary here to discuss whether it is founded merely on the old savage feeling of revenge, which having done its part in ensuring punishment to the wrong-doer in the uncivilized past, should now be put aside. As a matter of fact the rule, "Let no guilty man escape," is a very good one for practical purposes, whatever its theoretical implications. Why should it be necessary to proceed according to any one theory in administering punishment? Practically in the home, at school, and in the courtroom the simple administration of justice does very well for us, and when we go a little farther into the matter we see that each of the other elements enters into consideration. Certainly it is so in the library.

Penalties for the infraction of our rules should be so inflicted that future wrong-doing both on the part of the culprit and on that of the remainder of the public becomes less likely than before. Whether we always do this in the most satisfactory way may be queried.

Punishable acts committed in a library may be divided, according to the old ecclesiastical classification, into *mala prohibita* and *mala in se*; in other words, into acts that are simply contrary to library regulations and those that are absolutely wrong. To steal a book is wrong anywhere and does not become so merely because the act is committed in a library; but the retention of a borrowed book for

fifteen instead of fourteen days is not absolutely wrong, but simply contrary to library regulations.

The keeping of books overtime is a purely library offence, committed against the library and to be punished by the library; and with it may be classed such infractions of the rules as failure to charge or discharge a book, loud talking or misbehavior below the rank of really disorderly conduct, such injury to books as does not constitute wilful mutilation, the giving of a fictitious name at the application desk, etc.

For all these strictly library offences the favorite penalties seem to be two in number — the exaction of a fine and exclusion from library privileges — temporary or permanent. The former is more used than the latter, and I venture to think unjustly so. From the sole standpoint of punishment the great advantage of a fine is that it touches people in their most sensitive point — the pocket. But this is a ganglion whose sensitiveness is in inverse proportion to its size; in one case the exaction of a cent means the confiscation of the possessor's entire fortune; in another the delinquent could part with a hundred dollars without depriving himself of a necessity or a pleasure. Of course this lack of adaptability to the conditions of the person to be punished is not confined to this one method. Imprisonment, for instance, may be the ruin of a life to the hitherto respectable person, while to the tramp it may simply mean a month's shelter and food. But in the case of a money penalty the lack of adaptability is particularly noticeable, and hence wherever it is exacted a large portion of the public comes to forget that it is a penalty at all. Instead of a punishment exacted in return for the commission of a misdemeanor and intended to discourage the repetition thereof, it is looked upon as payment for the privilege of committing the misdemeanor, and it in fact

becomes this very thing. Thus, in states where there is a prohibitory law, and periodical raids are made on saloons with the resulting fines, these fines often become in effect license fees, and are so regarded by both delinquents and authorities. Where a municipality provides that automobiles shall not be speeded in its streets under penalty of a heavy fine, the wealthy owners of motor-carriages too often regard this as permission to speed on payment of a stated amount, and act accordingly. So in the library, the fine for keeping books overtime is widely regarded as a charge for the privilege of keeping the books longer than the formal rules allow. Being so regarded, the fine loses a great part of its punitive effect, and largely becomes in fact what it is popularly thought to be. Thus we have a free public library granting extra privileges to those who can afford to pay for them and withholding the same from those who cannot afford to pay—an extremely objectional state of things.

In making this characterization I am aware that the sale of additional facilities and privileges by a free library is regarded as proper by a large number of librarians, and that the extension of systems of which it is a feature is widely urged. It is found in the St. Louis plan for fiction, which has been so successful, and still more in Mr. Dewey's proposed library bookstore. That all these plans are admirable in many ways may be freely acknowledged. In so far as they may be adopted by endowed libraries they are certainly unobjectionable. But in spite of their advantages, it seems to me that their use in an institution supported from the public funds is a mistake. The direct payment of money to any institution so supported, even if such payment is logically justifiable, is open to so much misconstruction and is so commonly misunderstood or misinterpreted, that I would hold up as an ideal the total abolition of all money transactions between the individual members of a public and institutions supported by that public as a whole.

The present subject evidently does not

justify further discussion of this point, but its mention here is proper because if library fines have become in many cases payments for a privilege, that very fact should lead those who agree with what has been said above to strive for their abolition.

Another objection to the fine, which is, curiously enough, also the chief reason why it is almost hopeless to look for its abolition, is the fact that wherever fines have been applied they have become a source of revenue that cannot well be neglected. In a village not far from New York the receipts from bicycle fines at one time nearly paid the running expenses of the place. Agitation in favor of substituting other methods of punishing the cyclists who ride on the sidewalks and fail to light their lamps at sundown would evidently be hopeless here. In the same way receipts from fines have become a very considerable source of income in large libraries, and are not to be neglected even in small ones. This is apparent in the following table:

	<i>Income.</i>	<i>Fines.</i>
Boston . . . . .	\$309,417.52	\$4,631.45
Chicago . . . . .	285,051.22	7,131.19
Philadelphia . . . . .	141,954.45	2,395.52
Brooklyn . . . . .	105,081.19	4,013.26
N. Y. F. C. L. . . . .	91,613.12	4,648.98
Buffalo . . . . .	87,946.85	2,951.21
Milwaukee . . . . .	71,328.80	1,205.09
San Francisco . . . . .	64,966.31	2,250.55
Newark . . . . .	43,760.36	1,695.17

Evidently the abolition of fines in these cases would mean a reduction of income that would make itself felt at once.

Now, of course, the knowledge that the detection of wrongdoing is financially profitable to the detector results in increased vigilance. So far, that is a good thing. But it goes farther than this: it makes the authorities strict regarding technicalities; it may even lead to the encouragement of infraction of the law in order that the penalties may reach a larger amount. In the town that is supported by bicycle fines we may fairly conclude that no resident calls the attention of the unwary cyclist to the warning sign, past which he wheels toward the sidewalk. To do so would de-

crease the village revenue and raise taxes. So too, what librarian would wish to adopt any course that will certainly reduce the money at his disposal for salaries and books?

Supposing, however, that this loss can be made up in some way, is there anything that can be substituted for the fine? It has already been stated that suspension from library privileges is in use as a penalty to a considerable extent, and there seems to be no reason why this should not be extended to the case of overdue books. There might, for instance, be a rule that for every day of illegal retention of a book the holder should be suspended from library privileges for one week. The date of expiration of the suspension would be noted on the holder's card, and the card would not be returned to him before that date.

This plan would probably have interesting results which there is not time to anticipate here. But as long as books cost money and librarians refuse to work altogether for love, financial considerations must play a large part in library changes. The only way in which fines can be abolished without decreasing income is to make the abolition a condition of an increased appropriation, which, of course, could be done by the appropriating body. The making of such a condition is extremely unlikely. Hence, if we agree that fines are undesirable we must regard their abolition as an unattainable ideal. We may, however, treat them so as to minimize their bad effect, and this, I believe, may be done in either or both of the following two ways:

(1) We may emphasize the punitive value of the fine and at the same time increase its value as a source of revenue by making it larger. This would doubtless decrease the number of overdue books, and the exact point where the increase should stop would be the point where this decrease should so balance the increase of fines as to make the total receipts a maximum; or, if this maximum should greatly exceed the revenue received from fines under the old arrangement, then the rate could be still farther increased until the total receipts fell to the old amount. The practi-

cal method would be to increase the fines by a fraction of a cent per day at intervals of several months, comparing the total receipts for each interval with that of the corresponding period under the old arrangement; and stopping when this sum showed signs of decrease.

(2) We may give the librarian the option of substituting suspension for the fine whenever, in his judgment, this is advisable. This is the course pursued by the law when it gives to the trial judge the option of fining or imprisoning an offender. In cases where a fine is no punishment at all, and where books are kept overtime deliberately, suspension from library privileges would probably prove salutary. A variant of the second plan would be to allow the culprit himself to substitute suspension for his fine. This in effect is what the offender in the police court does when he avows that he has not the money to pay his fine and is sent to jail to work it off. At present when a library offender is manifestly unable to pay his fine there is usually no alternative but to remit it or to deny the culprit access to the library until it is paid — in many cases an unreasonably heavy punishment.

Of course there is no reason why all these modifications of existing rules should not be made together. According to this plan fines would be raised and suspension would be substituted in any case at the librarian's option and in all cases where the person fined avows that he is unable to pay his fine. The rates can be so adjusted that under this plan there is no decrease of revenue, but rather a net increase.

Of course the adoption of such rules would be regarded by a large portion of the public as a curtailment of privileges, but such an outcry as it would probably raise ought not to be objectionable as it is a necessary step in the instruction of the users of a library regarding the proper function of penalties for infraction of its rules. These rules are for the benefit of the majority and the good sense of that majority ought to, and doubtless would, come to the rescue of the library authorities on short notice.

As long as the library fine is a recognized

penalty, numerous petty questions will continue to arise regarding its collection, registration, and use. Any exhaustive treatment of these is impossible in the limits of a single paper and I have chosen to neglect most of them in order to dwell on the question in its larger aspects. It is the exaction of the fine, after all, that is the library penalty — the money is part of the library income and its collection and disposition are properly questions of finance. One point, however, regarding the disposition of the fines bears directly on what has been said. In municipal public libraries like that of Boston, where the city requires that the fines shall be turned directly into the public treasury and not retained for library use, the substitution of a different penalty would presumably involve no diminution of income. From ordinary considerations of equity, however, it seems to me that this disposition of the fines is objectionable. If the fines are to be turned into the city treasury they should be placed to the credit of the library appropriation as they are in Brooklyn.

Regarding the collection of fines there are one or two points that bear directly on their efficiency as a punitive measure. First, shall fines be charged? It seems a hardship to refuse a well-known member a book because he does not happen to have with him the change to pay a 15 cent fine. This point of view, however, loses sight again of the element of punishment. When the delinquent who is fined a dollar in the police court does not have the money with him, does he request the magistrate to charge it and send in a bill for the month's penalties all at once? The true method, I am convinced, is to insist on cash payment of fines, and if this is done promptly their character as penalties will be more generally recognized.

Another point in regard to the collection of fines is their effect on the assistants themselves. In every library a stream of money passes in at the desk in very small amounts. This must all be accounted for, and we have the alternative of requiring vouchers for every cent or of simply keeping a memorandum

account and seeing that the cash corresponds with it at the close of the day.

This latter plan, in some form, is usually adopted. To misappropriate funds under these circumstances is not difficult, and I submit that it is not right to place a large number of young girls in a situation where such misappropriation is easy and safe. In spite of Mark Twain, who prays that he may be led into temptation early and often, that he may get accustomed to it, I do not believe that this is a good general policy to pursue. We all know of cases where assistants have fallen into temptation, and we should not hold the library altogether blameless in the matter. But on general principles such a plan is not good business. Every one who is responsible for money collected must show vouchers that he turns over every cent that has been given to him. Why should the library assistant be an exception? I look to see some form of cash register on every charging desk in the ideal library of the future, nor can I see that its use would be a reflection on the honesty of the assistants any more than the refusal of a bank to cash an improperly endorsed check is a reflection on the honesty of the holder.

This is on the supposition that we are to retain the fine as a penalty. Such considerations, of course, weigh down the balance still more strongly in favor of its abolition.

I have devoted so much space to the penalty for keeping books overtime because the rule on this subject is the one that is chiefly broken in a free public library. Other offences are usually dealt with by suspension, and very properly so. For the loss or accidental injury of a book, however, a fine is again the penalty, and here, as the offence is the causing of a definite money loss to the library, there is more reason for it. The money in this case, indeed, is to be regarded as damages, and its payment is rather restitution than punishment. Even here, however, the argument against money transactions with a free institution seems to hold good. There is no reason in the majority of cases why he who loses or destroys a book should not give to the library



a new copy instead of the price thereof, and for minor injury suspension is surely an adequate penalty.

Here we may pause for a moment to ask: What right has a library to inflict any penalties at all? I must leave the full discussion of this question to the lawyers, but I am quite sure that libraries, like some other corporations, often enact and enforce rules that they have no legal right to make. To cite an instance that came under my own observation, the Brooklyn Public Library's rules were for more than a year, according to good authority, absolutely invalid because they had not been enacted by the Municipal Assembly, and that library had no right to collect a single fine. Yet during this time it did collect fines amounting to several thousand dollars, and not a word of protest was heard from the public. In this and similar cases we are getting down to first principles — the consent of the governed; which, whether based on ignorance or knowledge, is what we must rely on in the end for the enforcement of law in self-governing communities. I am afraid that it is this general consent, in a good many instances, that is enabling us to enforce our regulations, rather than any right derived from positive law. To take a related instance, it is by no means certain that libraries are not breaking the law of libel every time they send out an overdue postal notice. The courts have held that a dun on a postal is libellous, and our overdue cards specifically inform the person to whom they are addressed that he owes money to the library, and threaten him with punishment if the debt is not paid. Yet although occasional delinquents remark that the law is violated by these postals, public libraries in all parts of the United States continue to send them out by thousands daily with few protests. This seems clearly a case where the public consents to a punitive measure of doubtful legality, and approves it for the public good.

The second of the two classes into which we have divided infractions of library rules consists of those that are also contrary to statute

law or municipal regulation. How far shall these be dealt with purely from the library standpoint, and when shall they be turned over to the public authorities? If a small boy yells at the desk-assistant through door or window he is a disturber of the peace; if he throws at her some handy missile, such as a vegetable or a tin can, as occasionally happens in certain sections of unregenerate New York, he is technically committing an assault; shall he be handed over to the police?

Of course one must not treat trifles too seriously. Yet probably libraries have been somewhat too timid about dealing with petty offences. There is an unwillingness to drag the library into the police reports that seems to be a relic of the days when all libraries were haunts of scholarly seclusion.

The modern public library cannot afford to be considered an "easy mark" by those who wish to indulge in horse play or commit petty misdemeanors, and in some cases it is in danger of getting this reputation.

When we come to more serious offences, the library's duty is clearer. Theft, wilful mutilation of books, or grave disorder must of course be punished. In many cases, however, the detection of the first two offences is very difficult. Theft from open shelves is easy. For the thousands of books lost yearly in this way hardly a culprit meets punishment. I have known a professional detective to confess that the open shelf baffled him. "If you will only shut the books up," he said, "I can find out who takes 'em; but here everybody is taking out books and walking around with them." When the professional acknowledges himself beaten, what shall the librarian do? Mutilation is even harder to detect. In both these cases the offender has simply to wait his opportunity. Sooner or later there will be a second or two when no assistant is looking, even if the man is under long-standing suspicion, and in that brief time the book is slipped into the pocket or the leaf is torn out. Even when the offender is caught in the act, the magistrate may not hold, or the jury may fail to convict. A persistent mutilator of

books in one of our branch libraries escaped punishment last winter because the custodian of the reading-room where he was caught did not wait until the leaf on which he was working was actually severed. The man asserted that the sharp lead pencil that he was using to separate the leaf was merely being employed to mark a place, and thus by confessing to a minor defacement he escaped the penalty of the more serious offence.

For a library that is thus forced to appeal continually to the law to protect its assistants, its users, and its collections, a manual of library law would be useful, and I am not sure that the appointment of a committee of this

Association to take the matter in charge would not be eminently justified.

It is the misfortune of this paper that it has been obliged to dwell on the darker side of library work. It is hardly necessary to remind an audience of librarians that this is not the prominent side. All users of a library are not delinquents or law-breakers, and the assistants have other and better work than to act as fine-collectors and detectives. The sombre effect of what you have just heard should have been dispelled by a paper on "Rewards and delights of library work," but this the Program Committee has seen fit to omit, probably because it is not necessary to emphasize the obvious.

### THE GIFT EXTREMELY RARE.

BY ISABEL ELY LORD, *Librarian of Bryn Mawr College.*

IT is whispered, with what authority I cannot myself determine, that the day of textual criticism is past, and since librarianship is, we are somewhat insistently told, the profession of the future, it would hardly be fitting to attempt such work in this particular place. But fortunately exposition is still possible and useful. It is true that we should read great literature itself, but equally true that exposition of certain specimens of great literature is very helpful. Plato, indeed, remains Plato, and the source of all philosophy except what can be dug up out of Aristotle, and the expositor remains only an expositor; but it is equally true that by diligence and devotion the latter may be of much more value to the world than he could possibly be by any attempt to produce original work. Moreover, it is not well that all the serious thinking that has been done about the world's great philosophies and poems should be lost to that world. It is for these reasons that the present scribe diffidently presents certain researches on what she has grown to believe a really great poem. The analysis and comments are open to criticism and emendation; they are offered as suggestive

rather than final. This is, is it not, the true spirit of research?

The poem, then, is one undoubtedly known to all this audience, so accustomed to hear itself called literary and learned, but with your kind tolerance I will repeat it, begging you to note it carefully as a whole before it is considered in detail. It runs as follows:

#### "THE CHA-ME-LE-ON.

"A use-ful les-son you may con,  
My child, from the Cha-me-le-on.  
He has the gift, ex-treme-ly rare  
In an-i-mals, of sa-voir faire,  
And if the se-cret you would guess  
Of the Cha-me-le-on's suc-cess,  
A-dapt your-self with great-est care  
To your sur-round-ings ev-er-y-where,  
And then, un-less your sex pre-vent,  
Some day you may be Pre-si-dent."

The author of the poem, I hardly need to say, is Mr. Oliver Herford.

As the substance of the lines is our especial subject, I shall not dwell upon the style, except to point out how admirable it is. There are no flourishes, no unnecessary words, no padding. It has the simplicity and directness of all great poetry. Its theme may perhaps be most clearly expressed in the following words:

*It is one of the great laws of nature that adaptability is necessary to achieve true success.* Such a bald and unpoetical statement is inadequate, but sufficiently clear. To illustrate this vital truth Mr. Herford has turned to the animal world, and, like a new Esop, has found us an example among the humbler creations. It is easily to be seen that no other animal in the zoologies—and there are a great many more there than anywhere else—could illustrate this point at all convincingly. We all see this now, but only the imagination of the poet could have soared to seize it first.

To set forth the theme, the poet takes refuge in no artifice. He does not need allusion or illusion, but relies only on simplicity and sincerity. He gives, too, a noble example, shining among the decadent poets of the day like the good deed that lights a naughty world, when he boldly declares in the first words he utters that he has a directly moral aim. There is no art for art's sake in question with Mr. Herford; he uses his art to convey great moral truths. Thus begin the potent words:

"A use-ful les-son you may con,  
My child, from the Cha-me-le-on."

There is no command, no force. You *may* con, if you will. It is possible that some careless readers may have been misled by the words "my child" into thinking that the poem was not written for adult minds. Dis-abuse yourselves of that notion at once, I beg. They indicate only the attitude of the moral teacher. Thus Socrates might have addressed his pupils; thus Mrs. Eddy addresses those who have read all that she has written.

The moral purpose of the poem, and the object from which the lesson is to be drawn, being thus clearly placed before the reader, the poet continues, with exquisite economy of words, to give the reasons for his exhortation. He might well have interpolated here a beautiful description or some far-fetched simile to suggest the ideal he holds aloft, but he prefers rather to concentrate the mind more and more on the great facts he enunciates. To turn again for a moment to style, perhaps there is no better place than this to point out how

direct Mr. Herford's method is. He never leaves you guessing. The subject comes when and where you expect it, and the verb is never far to seek. It is remarkable, also, to note that the proportion of words derived from any source but the pure fount of Anglo-Saxon is singularly small.

This last fact makes all the more striking Mr. Herford's bold and original use of two words of an absolutely foreign tongue, introduced in the next two lines:

"He has the gift, ex-treme-ly rare  
In an-i-mals, of *sa-voir faire*."

Why has the poet here used two words from the French language? The reason is plain, after a moment's reflection. French has been for centuries, and still is, the one language known to the polite societies of the civilized nations of the earth. In old-fashioned phraseology, it is the "polite language." And the words he takes from it make up an expression that, although it means literally "to know how to do," has come to mean, as we all recognize, the right outward manner of doing any given thing, especially any social act. It is said, by the way, that a stupid man could never become a saint; it is certain that a gleam of intelligence is required for the cultivation of *savoir faire*. But to return. The tremendous significance of all this grows as we meditate upon it, and when we read the next four lines—

"And if the se-cret you would guess  
Of the Cha-me-le-on's suc-cess,  
A-dapt your-self with great-est care  
To your sur-round-ings ev-er-y-where,"

we find absolute confirmation that the poet is talking of manners and only of manners. The chameleon does not change his character under different circumstances; he does not become a lion when he crawls upon a tawny leaf; he only changes the color of his skin—an unessential trifle as regards his mental and moral being—in order to get into harmony with his surroundings. He loses nothing, he gains that effectiveness that could never be his while, in the colloquial phrase, he "swore at" the things about him.

Now it is well known that a great preacher makes every person in a huge congregation feel that the sermon was meant for him or her particularly. The mediocre preacher gives you a comfortable feeling that he is talking about the sins and follies of your neighbor, but the really great one makes you distinctly uncomfortable by holding up the mirror to yourself. It cannot be, of course, that the great preacher actually has in mind your or any one else's peculiarities. It is only that he knows the human heart. And so it cannot of course be that Mr. Herford intended this poem for librarians only, but it is very hard for the serious-minded librarian to become convinced that it is not especially intended for him or her. The poem is founded on a poet's knowledge of human nature, but surely the human beings that can learn most from it are the professional librarians.

Our highest success in any community, then, depends on our manners. That is a very broad term. It covers all outward manifestations of one's thought and attitude toward the world. It means the kind of English we speak, and the way we speak it, the way we dress, — with a large majority of us the way we wear our hair, — and the way we conform to the social laws and customs of the people with whom we are thrown. If a man is perfect in all these respects, he will not become a good librarian, naturally, unless he has intelligence and faith in his work and uses them both. But without the additional grace of manners, it matters not how much faith and intelligence he has, he will never do the work that he could otherwise — he will never, therefore, attain the highest success. And, incidentally, the average library trustees judge much more by the outward and visible signs than by the inward and spiritual grace. They see your manners much more than they do your brains, and infer much about the one from the other. Intelligence they expect, manners they delight in. And theirs is generally no bad indication of the general public judgment.

Perhaps it is a little stretch to include knowledge of one's community under the head

of manners, but if you are going to adapt yourself to it you have to get to know it first. If it is your desire to get the right book to the right person, knowledge of one is not sufficient — you must know both, otherwise you will hardly adapt either properly. It is not an uncommon mistake to attempt to accomplish something for which the community is not ready, and so to waste time and force irrevocably. There are some other lines of Mr. Herford's, written on the dachshund, that are not without their application here :

" Observe the air  
Of lackadaisical despair!  
I think he finds it does not pay  
To wag a tail so far away."

There is no more crucial test in this matter of manners than the way in which information is imparted. There is an attitude of conscious superiority that would adapt nobody to anybody under any possible circumstances, and it is currently reported that librarians adopt this manner early and often. Probably the only way to avoid this difficulty is the fundamental one of acquiring a little humility, and to do this it is only necessary to face the facts. It is not true that a librarian knows any one thing better than every one else or as well as some one else. It is a lamentable necessity that his knowledge should be superficial. Superficial means on the surface, and it is obvious that one who has to cover such a vast deal of ground cannot dig down very far at many places. A librarian may know thoroughly some one branch of human knowledge, — fortunately for the profession there are a few such, — but of the other thousands of subjects he has only glimpses, and these quite likely from the wrong point of view. The fact that he knows more than somebody who knows nothing or very little is not one on which to found great hopes of becoming an authority. And there is no reason to suppose that a librarian's judgment is *by virtue of his office* better in any given direction than any other man's. It was a very wise observer of facts and of human nature — it was the great Dr. Jowett who said:

"Not one of us is infallible, not even the youngest!"

I am led suddenly to a side-path here, by this word of Dr. Jowett's. We have all heard it proclaimed, more or less openly, that this air of assumed infallibility is found more frequently in those librarians who have received formal training — those who have had that part of library training to be got from books and lectures — than it is in those who have become librarians as the fat old lady played whist, by the grace of God. I wonder if this difference really exists? It would be an excellent opportunity to suggest the collection of statistics, but I heroically refrain. It is, however, evident that those who have received the formal training need to be doubly careful not to acquire the manner, and should, indeed, from the very advantages they have received, be expected to keep clear of it.

The matter of dress is not one that can be dealt with in detail. It might, perhaps, be well to point out that however loudly we may sing "The man's the man for a' that," we are naturally drawn, every one of us, to the people who are attractively and appropriately clad rather than toward those who wear what are technically known as "freak" clothes. Dress is to one side of one's work exactly what technical training is to another — neither is an end in itself; both are important only to make our real work easier to do and more effective when done.

Neither is there need to dwell on the observance of social laws. Age brings experience. When we are young and madly democratic we proclaim — some of us — that it makes no difference whether pie is eaten with a knife, a fork, or a spoon; but when the years have brought the philosophic mind we know that it does. This is not because of any natural law as to the physical, mental, or moral injury resulting from an unorthodox method of eating pie, but because we know that such non-observance shows a serious lack in the person concerned, whether lack of observation, lack

of sense, or lack of courtesy. None of these things count because they are intrinsically important, but all of them count, and count very much, because of what they indicate. They are forgiven in those who have proved themselves, but all the force of early impressions, a more potent force in library work than almost anywhere else, is lost.

I cannot bring myself to dwell on the last lines of Mr. Herford's poem:

"And then, un-less your sex pre-vent,  
Some day you may be pre-si-dent."

They raise such painful questions and problems for the great majority of those who are engaged in library work. These may indeed win all rewards — "unless your sex prevent."

But you will note that Mr. Herford in first bringing out his lesson referred to the quality of adaptability as "the gift extremely rare."

"He has the gift, ex-treme-ly rare  
In an-i-mals, of *sa-voir faire*."

It is a relief that he confines the rarity to animals. Just how far he intends to infer that it is rare in librarians — I mean in human beings — the humble commentator cannot affirm. But from observation it will be found that the gift is a talent given to every one in some measure, and hid in a napkin only because its great value is not recognized. Any one can cultivate the gift. But the only possible way to do it is to change the convictions or lack of convictions on which its absence depends. The gift is not developed in the librarian who believes himself or herself in some subtle sense, in some indefinable — and usually invisible — way, better than the people he or she serves. Only to those who adopt the attitude of Christian charity — for you will note that St. Paul was the first to exhort us, through his example, to be all things to all men — only to these comes in its perfection that which gives the power of the chameleon to fill with satisfaction to himself and every one who sees him his appointed place in the universe — the gift extremely rare.

## BRANCH LIBRARIES: PLANNING AND EQUIPMENT.

By EDWIN H. ANDERSON, *Librarian, Carnegie Library of Pittsburgh.*

[T will be taken for granted, I think, that in planning a branch library building the librarian and the architect should work together, each suppressing for the time being his air of omniscience. As Mr. Foster aptly says, the librarian and architect should enter into a "temporary partnership." Such an association should prove pleasant and profitable to both, and secure the best results. The floor plan should be the librarian's special charge, and this ought to be determined upon, in consultation with the architect, before any elevations are drawn. The exterior and the decoration of the interior should be left to the architect. Such, it seems to me, should be the conditions, if librarian and architect are both thoroughly competent in their separate spheres.\*

There are few general principles for planning branch libraries which will apply in all cases. The size, shape, and slope, if any, of the lot, the climate and the character of the soil, the population to be served, etc., all have their part in determining what the plan shall be. I will confine myself to three or four types, variations of which will meet the ordinary conditions in most of the states of the Union. In the warmer climate of the Gulf States a different arrangement of windows and doors might perhaps be necessary. In some localities the water in the soil makes it impracticable to put the basement even partly under ground.

A branch library should be planned, first, for the convenience of the public, second, for convenience, efficiency, and economy of administration from the point of view of the staff, and third, for architectural effect. I shall assume that the members of this association are practically agreed that the first two conditions are best secured by giving the public free access to the shelves. Personally, I feel that there can be no question about this if, with free access, *complete supervision* is secured. From the standpoint of administration, effective supervision from a central desk is certainly desirable, if not absolutely necessary. Where the size of the lot permits it, the three essentials of a branch library—a reading room for adults, a children's room, and sufficient shelf capacity—should be provided on one floor, which should be the first, or ground, floor. If you have a lot 75 or 100 feet square and you need shelf capacity for only 12,000 to 15,000 volumes, the simplest plan which will secure these essentials is a plain parallelogram with the long side at the front, with the entrance in the middle, and the loan desk in the centre of the room, opposite the entrance. Three of the branches of the Carnegie Library of Pittsburgh are of this type, varied slightly in two of them by a small wing extension at the back of the central desk. In this plan the main floor may be simply one large room, with reading tables and wall cases for adults in one end, with tables and wall cases for children in the other end, and with rails separating these from the loan lobby in the middle. Entrance is through the loan lobby and between the central desk and the rail at the right, and the exit is between the central desk and the rail at the left. This is the plan of our West End branch. For these rails, however, we propose to substitute floor cases about three-and-a-half feet high with shelves on the side away from the

\* For the approved principles of planning and equipping libraries in general the reader is referred to the files of the *Library Journal*, *Public Libraries*, and various architectural journals, particularly to Mr. Foster's article, "Planning a library," *Brochure Series*, Nov., 1897, Mr. Eastman's paper, "Library buildings," Waukesha Conference, 1901, Mr. Soule's Paper, "Points of agreement among librarians as to library architecture," San Francisco Conference, 1891, and to the latter's pamphlet, "Library rooms and buildings," recently published as "Library tract no. 4," by the Publishing Board of this Association.

lobby only. The plan of our Mount Washington and Hazelwood branches is practically the same as that of the West End branch, except that glass partitions take the place of the railings. The purpose of these glass partitions is to secure greater quiet in the reading rooms.

Another type of floor plan which secures all the advantages attained in our West End branch, is that of the South Side branch of the Cleveland Public Library. This consists, briefly, of two parallelograms placed at right angles to each other, with the entrance at the inner angle, with the central desk opposite the entrance, and with rails leading from the entrance to the desk. This plan seems to me admirably adapted to a corner lot, where, as at Cleveland, you may provide a walk through a grass plot at the corner to the entrance at the inner angle of the building, with the outer end of each parallelogram reaching to one of the streets. The effect at Cleveland is very pleasing inside and out.

In the plans mentioned thus far all the books are shelved in wooden wall cases, under high windows, around the room or rooms. There is no waste room because the floor spaces are utilized for reading-room purposes. Where large shelf capacity is not required, there is only one objection to this plan — the browsing of the readers at the wall cases sometimes disturbs the readers at the tables, especially in the adult reading room. Another objection has been urged, that the high windows give a prison-like effect inside and out. But you cannot have your cake and eat it. The windows are high to make room for the necessary wall cases and provide the best light. Moreover, so eminent an authority as Mr. Russell Sturgis has intimated that books are the most beautiful wall decoration a room can have.

When the population of the district to be served by the branch is dense, and more people and more books are to be provided for, some other type of floor plan must be used. If you have a lot which has a frontage of 90 to 140 feet and a depth of 75 to 100 feet, I

should solve the problem by some variation of a plan which my friend, Mr. Eastman, calls my pet, — the plan of our Lawrenceville branch in Pittsburgh. This, as you know, is an adaptation of the "trefoil" or "butterfly" plan that has been so generally adopted of late years. The plans of this branch have been printed in the *Library Journal* for September, 1897, in our own third annual report, and in various other places. It will not be necessary, therefore, to give a detailed description of it here. It consists, briefly, of a reading-room for adults and a children's room of the same size, on either side of the entrance and delivery lobby, and back of these a book wing, which in this case is semicircular in form, but may be polygonal, five-sided, or three-sided. The loan desk is built around a central point, which is on a line with the partitions between the book wing and the reading rooms; and the floor cases in the book wing are on radial lines which, when projected, converge at this central point. The reading rooms are separated from the book wing and the delivery lobby by glass partitions and doors. There are doors leading from the delivery lobby to the reading rooms, but these doors are closed except on Sunday, when only the reading rooms are open to the public. Entrance from the lobby is through the turnstile at the right of the loan desk, thence from the book wing through doors near the turnstiles, to the reading rooms. Exit is through the turnstile at the left of the loan desk. Each of these turnstiles works only in the direction indicated. This arrangement makes it necessary for every one to pass the discharging counter on entering, and the charging counter on leaving.

This floor plan provides large shelf capacity in the book room, and secures complete supervision from the central desk of every department on one floor. I know of no other way in which such supervision can be combined with so large book capacity. Mr. Eastman, in his paper on "Library buildings" at the Waukesha conference, says: "For public access passages between cases should be five feet wide. Cases have sometimes been set

on radial lines so as to bring all parts under supervision from the center. This arrangement, especially if bounded by a semicircular wall, is expensive, wasteful of space, and of doubtful value, except in peculiar conditions. It is not adapted to further extension of the building." Let us examine these statements a moment. If we substitute for the semicircular book wing at Lawrenceville a parallelogram of the same superficial area, with parallel floor cases five feet apart, we shall gain something in shelf capacity and lose supervision of *five-sixths* of the book room. At the inner ends the Lawrenceville floor cases are three and a half feet apart, which we find to be ample, and eight and a half feet at the outer ends, an average of six feet apart. In the wider spaces between the outer ends we place small tables and chairs, which give the reader an opportunity to sit down and "sample" the books before he makes his decision, and also provide places to put the books he has taken from the cases and which we prefer to have the assistants return to the shelves. So, you see, not one square foot of space is wasted in the book wing of our Lawrenceville branch. And what practical librarian doubts the value of effective supervision of the book room? You may think I take an extreme position when I say that free access is not entirely successful without complete supervision from a central loan desk, if economy of administration is to be considered. I have had some experience with free access to parallel floor cases. Boys and girls of from fourteen to twenty years are inclined to get behind parallel floor cases and talk, laugh, and carry on flirtations, where they cannot be seen by the library assistants. The book room becomes a sort of rendezvous for the young people of the neighborhood, and parents soon learn that their sons and daughters have a meeting place where there is no proper supervision. The idea gets abroad that the influence of the library on the young people of the community is baleful rather than beneficial, and its energies are crippled in a hundred ways and its influence weakened. The test of a thing is in its use, not in mere

academic discussion. The radial floor case plan has given entire satisfaction in Pittsburgh, both to the public and to those who administer the branch libraries. This does not mean that we consider it beyond criticism. We hope to improve on the Lawrenceville plan in a new branch for which tentative plans have been drawn. But the general plan will remain the same, with larger reading rooms, and with two small reference rooms inserted between these reading rooms and the book room. Experience has taught us that these additions are desirable.

There can be no question that a square book room can be built for less money than any other form. But should all the advantages of another form be sacrificed to save a slight additional cost in construction? It is true, also, that the radial floor case plan is not adapted to further extension, except upward. For what purpose do you want to extend the book room of a branch library, if you have a shelf capacity of 25,000 or 30,000 volumes? A branch library should not be expected to perform the reservoir function of a main library. Only live books have a place on the shelves. And are not 25,000 or 30,000 live books enough for a branch library?

Under any of the first floors described above, a basement eight or nine feet high may be placed, in which should be the heating plant, a small lecture, or study club, room, and storage rooms. Under the semicircular book wing it is also possible to put an auditorium, if one is needed, with a seating capacity of five hundred.

Thus far I have confined myself to the discussion of types of branch libraries with which I am familiar. Naturally, I know best the two types we have in Pittsburgh. This must be my excuse for talking so much about our own branches. There is, however, a very important type with which we have so far had no experience in Pittsburgh—the type required on a narrow city lot between two high buildings. Not having had this problem to deal with, I feel some timidity about discussing it. What strikes me as an admirable solution of such



a problem will be found in the plans for the new Yorkville branch of the New York Public Library, which are well described in the *Library Journal* for May of this year. The three essentials of a branch library — a room for an open-shelf lending collection for adults, a children's room, and a general reading room — are here placed on three separate floors, one above the other. There are no partitions, each floor being simply one large room. This is a sort of triplication of the type of branch library described in the earlier part of this paper.

There is little time to discuss equipment, or furniture and fixtures. I shall, therefore, note briefly only a few of the more important points.

Where there is a delivery lobby it need not be large, if there is free access to the shelves. Such a lobby is like the platform of a street car or of a political party — it is “to get in on, not to stand on.”

The delivery desk may be circular, octagonal, or square. The octagonal and square present better sides for the entrance and exit passages. Turnstiles may, or may not, be placed in these passages. The desk should have an exterior diameter of not less than 15 feet, to provide working space on the inside. The counter top should have a width of two feet or more. This counter should be 40 inches high. Many desks are 42 inches high. This does very well for men, but is too high for women.

The shelving in the adult room and the children's room may be built to the ordinary height, and the two upper shelf spaces in the children's room used for a bulletin frieze around the room. This imparts symmetry to the appearance of the two rooms as seen from a central lobby, and provides a useful addition to the children's room.

We have used three heights of tables and chairs in our children's rooms, but have come to the conclusion that only two are necessary, 26 and 22 inches for the tables, and 16½ and 14½ inches for the chairs.

Floor coverings may be of hard wood, cork carpet, marble, or interlocking rubber tile. Cork carpet is comparatively noiseless, and has

proved satisfactory in most localities. Owing to the dirt in Pittsburgh, however, so much water has to be used in cleaning that the superintendent of our buildings and our architects thought it would be unsightly and unsanitary. Our floor coverings are marble, which meets other requirements admirably, but is cold and noisy. In our next branch we expect to use interlocking rubber tile on the floors of the reading rooms. It has all the advantages of cork carpet, and in addition, is free from leaky seams and is practically indestructible. Unfortunately, it is very expensive.

Where electricity is used the general illumination of the rooms should come from lights in the ceiling, rather than from chandeliers or other pendants, which are unsightly. Table lights, as well as those for floor cases, should be wired from below. The question has lately occurred to me why in our reading rooms we are always arranging to have readers sit at tables. Would any one think of sitting down to read at his own home in the evening, with his book resting on the table before him and with the light in front, however well shaded? At home we sit in armchairs with the light at our backs, the table serving merely as a pedestal for the lamp. Why not provide similar comfort in library reading rooms? Instead of so many reading tables, why not have a few lamp standards, or posts, with four-branch fixtures at the top, four or five feet from the floor, and with half a dozen light armchairs arranged round each standard with their backs toward the light?

I cannot close this paper without emphasizing the fact that, after all is said and done, the most important thing about a branch library is the librarian directly in charge of it. No mechanical devices or arrangements can take the place of the intelligence and enthusiasm of a good branch librarian. Next in importance to the librarian comes the collection of books and periodicals. Of course it is important that the workshop be as well planned as possible; but after all the building is a tertiary consideration.

## BRANCH LIBRARIES: FUNCTIONS AND RESOURCES.

By LANGDON L. WARD, *Supervisor of Branches, Boston Public Library.*

BRANCH systems are in the making, in a peculiar sense, so that a résumé of the functions of a branch or of its resources represents rather what ought to be, or may be proved to be wise in the future, than what actually exists in any large library at present.

There is no generally accepted nomenclature for branches and stations, though the whole subject was discussed quite fully and clearly at the conference of 1898, and it may be assumed that all are familiar with the distinctions between the different types as they were defined then. I am in fair agreement with others if I call a branch a subordinate and auxiliary library with a considerable fixed collection of books, a delivery station an agency of the central library without any books for direct circulation, a delivery and deposit station an agency of the central library with a shifting collection of books which are circulated directly from the station, but with no permanent books, or very few. It would be possible to call a deposit and delivery station a branch, since it has books upon its shelves, but this is not generally done. Still more, such a station, with the addition of reference books and a very small permanent collection, — say of 1,000 volumes, — may be called a branch, and this is done in some libraries. The definition given above includes such small branches as these, though in certain libraries they would be called reading-rooms.

The delivery station pure and simple has been a success in some cities where there is a strong central library with no branches. It is, however, merely a mechanical agency for distributing books to the public. All that is to be got in visits to a branch, namely, the stimulus of the crowd engaged in the same pursuit, the sight and handling of other books than the one wanted, the use of reference books and periodicals, the influence of pictures, the information to be gained from the attendants and

from the bulletins and card catalogues — all this is lacking. And while the home use of a popular library is chiefly fiction and light literature, the hall use may be quite a different thing. A system of house-to-house delivery is essentially of the same nature as the delivery station, though of wider scope. Except for those confined to their houses, car tickets at reduced rates, to the central library or the nearest branch, would be far better. I do not know if these are yet provided anywhere, though I have no doubt they will be in time. But a little place must be left for individual effort, for people may be pauperized intellectually as well as materially.

If progress is from the homogeneous to the heterogeneous, from simple to complex functions, the correct development would seem to be from delivery stations to branches, through delivery and deposit stations and reading-rooms or small branches. In the Boston Public Library there are no simple delivery stations, and the shop stations, which have both delivery and deposit features, are slowly being eliminated in favor of what are called service stations, in charge of a library employé. The reason is, of course, the more complex functions of which the latter type is capable. Cost is the drawback to the service station and the branch, but the results justify the expense. It is the branch only, and generally the one of larger type, which is to be specifically considered here. For its functions are comprehensive.

A branch should be a distributing agency for the central library. By this means the branch resources are supplemented and its efficiency increased. It is relieved from carrying books on its shelves which it would otherwise find necessary. In the most effective type of system, central and branches are so linked together that the same borrowers' card is good everywhere and books taken at one point may

be returned at any other in the system. The central library is the clearing house. This arrangement is possible only with a daily wagon service. But, further, the branch should be an advertising agency for the central library, making its resources known to the local constituency. For no branch ought ever to consider itself a substitute for the main library.

The branch may very effectively be the agent of the central library in carrying out special enterprises for which the central corps of assistants is inadequate. For example, in Boston the plans of the library for work with schools have been carried out very largely through the personal labor of the custodians of branches and reading-rooms, and the enterprise of taking applications for library cards in all the schools of the city could never have been accomplished except by using the force of branch employees.

In its more independent functions the branch should not only be a reservoir of books, large enough to answer the reasonable general demands of a community, but also in many cases a reservoir of books for schools and a distributing centre with regard to them. Duplicates should be multiplied for this purpose. There are over seventy grammar and high schools in Boston, and when it was found three years ago that the Central Library was not equipped for supplying more than a small portion of them with deposits of books, the branch collections were brought into requisition. The deeper reason was that the schools were thus made better acquainted with their natural centre, the branch. The Boston schools are now divided among the branches and reading-rooms of the city, from two to six schools being allotted to each branch. The Central Library supplies certain schools, and supplements and directs in the case of all. If the great aim of a branch should be to enlarge its constituency, the most effective means is a system that will attract and secure the school children of its own district. The parochial schools are in every essential point public schools and should be so treated by librarians.

But the branch ought also to be in touch

with every educational institution in its district—with social settlements, study clubs, and other such enterprises. The churches should, of course, be included. Such a close relationship is good for the branch and good for the institution, and co-operation has been found to be a remarkably stimulating word when used in this sense. There should be compiled a list of the educational institutions of the city, arranged according to the districts represented by the branches, and each branch should be held responsible for new information.

In fact the branch should be the intellectual centre of the district as far as possible. Its local character should be emphasized. In one branch that I know in a poor quarter, people come for advice, to learn the spelling of words, to have letters written, to settle the point at issue in a bet. A group of old soldiers gathers there to read books on the Civil War. A central library is not local or personal, but with the proper attendants the branch is both.

In the case of the full-grown and unwilling man, educational results must be chiefly looked for as a by-product of the whole library activity. It is, however, of the first importance that the branch should make its reputation as an advisory agency for that part of a community which will accept direction. And here tact, persistence, and good nature play their part. It is astonishing how an unflinching and smiling eagerness to assist will win over a community.

But if a branch system is to be efficient, its agencies must cover the ground for which the library is responsible. Large branches are expensive, and are practicable only at the more important centres, but they may be supplemented by reading-rooms or small branches at the lesser centres of business and population, located also with reference to the steam and electric railroads and the flow of travel. The ideal in a large city is to have these occur at intervals of half a mile. People will not go so far as a mile or even three-quarters of a mile. If their own gratification only were concerned, they might be left to suffer, but

for the good of the municipality they should be provided with library agencies where they will use them.

To perform the functions which have just been outlined, a remarkably well-equipped corps of assistants is necessary. Now the ordinary library, though it may have one or two assistants of high grade at each branch, cannot usually have more. It has faithful grammar or high school graduates. It may even have persons with the educational equipment and ideas of the palæolithic period of library science. Yet with the small body of assistants at any branch—ordinarily from three to five—there must be an interchange of duties. The second assistant must take charge of the branch on certain evenings, the repair clerk must on occasion do reference work. Since library school graduates, however, are not available for positions paying from \$5 to \$7 a week, the only remedy is for the library to educate its own assistants—not in a desultory way in the course of the regular work, but by some definite system. This may be done by meetings or classes, by encouraging the study of Mr. Dana's, Mr. Spofford's, Mr. Fletcher's, and Miss Plummer's books, by circulating library periodicals, or by a system of written questions. The latter plan is not new in the Boston Public Library. At present in its branch department there is being issued from time to time a series of examination questions designed to cover all the points of library science which a branch assistant needs to know. Answers are distributed after a little interval, for the object is not, primarily, to test ability. The questions have the peculiarity of being specific, and of dealing with library science as applied to the branches of one library. Since all branch assistants must be on occasion reference librarians, a large part of these papers will probably be taken up with questions on the books of the branch collections, so that the assistant will not give Kitchin's "History of France" to a person who is studying the Revolution of 1848, nor recommend Macaulay for the period of the Norman Conquest, nor consider Hume an

equal authority on fact with Mandell Creighton. So that she will know what translations of Homer the branch has, whether Butcher and Lang's *Odyssey* is in verse or prose, and which is the best translation into English of Dante, though she may never have read a line of any of these books. For it is well known to librarians that you can train assistants of ordinary education to do wonderful things with books, so that they may show others what they have no real knowledge or appreciation of themselves. Librarians-in-chief often have the same faculty of adaptation. These papers when collected will form a sort of *vade mecum* or branch assistant's guide, and though the method of question and answer is somewhat antiquated, it is very orderly and unambiguous. The problem remains to be worked out, but it is hoped that these papers will materially assist in giving employes an enlarged knowledge, and especially a certitude of knowledge. Of the head of a branch all this is already expected, and in addition executive ability and initiative.

With regard to the resources of a branch in books, it might at first appear that the greater they are the better. But considerations of cost, space, and time make it desirable to keep most collections within moderate limits. Every superfluous book hinders the efficiency of the branch.

What is the proper number of volumes for a branch collection? Mr. Putnam considered 15,000 volumes to be the limit for a branch in an important centre, and with a circulation of 50,000 volumes or more yearly. A new branch should have several thousand less to begin with. This applies only to branches which draw daily from a central library. In order to keep this limit, or any limit, if there is a plentiful supply of new books, replacements must be carefully considered and with some system, and once every five years or so the branch must be weeded out.

There will not, however, usually be 15,000 titles in a branch, for from 1,000 to 2,000 volumes will be duplicates. In a large city a reluctance to duplicate is fatal to the usefulness

of a branch, for continual disappointments will alienate the members of its constituency, especially the school teachers. The problem of the proper proportion of the different classes in such a collection has not yet, so far as I know, been worked out in any branch libraries with a central delivery, with sufficient thoroughness to justify dogmatism. There should be a supply of juvenile books adequate to the actual use, which is probably from 35 to 40 per cent. of the whole use, and half of the juvenile books may properly be fiction. There should be from 400 to 600 volumes of reference books, and these should always include a separate children's reference collection. There should be several hundred volumes of bound periodicals primarily for use with Poole's Index.

Most branches to-day are overstocked with fiction; for in some of them there are from three thousand to four thousand titles. But the cutting down which is inevitable may easily be carried too far. If we are honest with ourselves we know that a perfectly natural craving for variety leads cultivated as well as illiterate people to prefer the mediocre new book to the old one of the first rank. And those who are familiar with the illiterate class know that, as Mr. Cutter says, "there is in such people an incapacity of mind which makes a book two degrees above them a sealed book." Yet this class must be provided for. A mediocre novel is not necessarily a silly novel. Most things are mediocre; most of us are mediocre librarians. And it is a fallacy that there is a direct and exclusive connection between the best literature and ethics. The essential thing for a public library, one of whose functions is to furnish recreation, is to look for and make use of the wholesome novels. One of the most radical instances on record of the condemnation of works of the imagination is "the pleasant and careful search" which the curate and the barber made of the library of Don Quixote. Circumstances went far to justify them, it is true, but the case will not do for a precedent.

In the branch collections there will necessarily be a fixed element and a shifting element,

the latter representing the current purchases which must be made in order to retain the interest of the public, or books which were for a time the best but have been superseded. It is not always possible to combine opportuneness and durability, and popular novels and books about the Dreyfus case must be had though it is certain that the demand will cease. But in all shops a portion of the goods becomes spoiled or shopworn, or goes out of fashion. And experience has proved that the superfluous fiction, at least, will find a use if it is shifted from one to another of the smaller branches and displayed on open shelves.

In a library where there are several branches and the system is highly centralized, the same books should be bought for each branch. The administrative advantages of this are apparent, and while theoretically every district differs from every other, practically this is not of much importance, with a central library to rely upon for special calls. Each branch has one or more peculiarities which must now and then be taken into account, so that each must have a few books in addition to the common stock, but these are surprisingly few. Further, if you have the same books, you will print the same finding list for all, following in principle the example of the seven libraries of Hamburg quoted by Mr. Winsor in 1876, at Philadelphia, — for there is nothing absolutely new.

To the one who chooses or recommends books for a branch library comes what may be called the *a priori* temptation, that is, the inclination to use the intuitive method in selecting, and to aim at completeness because of its intrinsic propriety. But branch collections should be made on empirical principles, and completeness should be quite disregarded. For nothing produces such disappointing results as intuition, and nothing so devours money and time and space as completeness.

It has been often said that there is nothing so delightful as to plan reading for other people, and the fascination is well illustrated in the numerous lists which were made once upon a time by noted people by way of sub-

stitutes for Sir John Lubbock's list of one hundred books. The extreme divergence of the makers' views may be noted by the way. It is, however, quite proper that a limited number of standard books which are not eagerly read should be placed in a branch library, for such books impart information by their mere presence, and they nourish a high ideal. All of the books of the Lubbock list are in the branches of the Boston Public Library, and nearly all the authors of Mr. Foster's standard library are represented. But the rule of choice is otherwise. English literature is naturally of greater excellence than American, nevertheless American authors must be multiplied in our branch collections. Books on English history will bear a ridiculously small proportion there to those on American history. In the latter class there need be little hesitation in choice. Anything respectable is useful. But the history of certain countries and periods will hardly be needed at all, because our schools do not study precisely these. The demand must rule, and however it may be in philosophy, with regard to the

make-up of branch collections all the librarian's ideas are derived from experience.

It is evident that the time is close at hand when in this matter the experience of libraries will be combined, and as a result of experiment and report there will be a certain uniformity in the branch libraries all over the United States. If librarianship were ever to become mechanical, all would be over; for personality and mistakes are far better than mechanism and the dead level of accuracy. But I do not see that this identical element need interfere with individuality. If seventy-five per cent. of the titles in branch collections at any given time were the same in various places, the margin of twenty-five per cent. would be sufficient for local and individual need and choice.

In the Branch Department of the Boston Public Library a plan for weighing and estimating the use-value of all the books in the branches has been for a long time among the memoranda of "agenda" awaiting the completion of other special enterprises.

### BRANCH LIBRARIES: ADMINISTRATION.

BY FRANK P. HILL, *Librarian Brooklyn (N. Y.) Public Library.*

AT present only a few libraries have branches, but the time is not distant when these accessories will be required in every city of any considerable size.

A whole session might profitably be devoted to the consideration of the organization, equipment, and administration of branch libraries. Instead, the representatives of three libraries have been given the task of presenting the subject in fifteen-minute papers, consequently it is possible to take no more than a cursory view.

Mr. Anderson has looked at the physical side, as it were, and set forth the architectural requirements of branch buildings. Mr. Ward has dwelt particularly upon the functions and resources; and it falls to the lot of the newest recruit in this line of work to say something of the organization and conduct of a branch

library system. One of more experience would have hesitated before accepting the responsibility, and the writer's appearance is accounted for only by quoting the familiar line of Pope: "For fools rush in where angels fear to tread."

In the early library history of this country a library started with one central building, and as the demands increased, branches were established as needed, or as suburban towns were brought within the city limits the libraries established in these towns became a part of the system. Boston and Chicago are good examples of this growth. Cleveland, Baltimore, and Pittsburgh began by having a Central Building and developing the branch system gradually, neither city having any old library to absorb. Without doubt this is the ideal way, because there is a centre to work from,

and because a consistent and cohesive plan can be developed. Latterly, Philadelphia, New York (the old Free Circulating Library), and Brooklyn opened branches in response to pressing needs of particular localities, looking forward to the time when public sentiment would be sufficiently aroused to secure appropriations large enough to provide a Central Building.

If branches are started first, and particularly if many at a time, there is likely to be divergence of opinion among those in charge unless a thorough organization has been effected. Libraries taken in by absorption are pretty sure to have such different methods that the question of how much effort should be made to change their schemes of classification and cataloguing is sometimes a difficult one to decide.

Each library so absorbed has grown up in its own way and believes that way the best — and undoubtedly it was up to the moment of consolidation. It is easier to tear down than to build up; to criticise than to originate; so we must step cautiously and carefully. A safe motto for librarians to adopt is contained in the words of Hamilton Wright Mabie: "There is a genius in knowing what to discard as well as what to keep."

Whether in a single building or scattered as branches over the whole city, it is essential that the institution be placed upon a sound business basis and the work centralized. To accomplish this desideratum a library without a central building must provide adequate administration quarters with offices under one roof for all heads of departments. This arrangement establishes a centre about which the whole system clusters, admits of frequent consultation, and forms the natural source of information pertaining to any of the branches. Here the policy of the library is determined, practical co-operation made possible, and that centralization and unification which are absolutely necessary to harmonious and effective administration insured. This is the key to the situation, but it is sometimes difficult to secure. Take the Brooklyn Public Library, for example. Some months ago a series of questions was sent to the seventeen branch librarians. The answers were tabulated and the result was

so surprising that I will only state that in some instances the same kind of work was being done in as many ways as there were branches. Other libraries have had similar experience; but we are on the up grade now, and all striving for that uniformity which will fit in with local environments. Of the advantages of centralization, I can do no better than quote from one of our librarians-in-charge:

"That such a plan [of centralization] frequently involves the sacrifice of individual ideas and methods of work is inevitable; and the plea is sometimes urged that the ultimate result will be to destroy originality; so far as routine goes this is undoubtedly true, but there are many features of library work incident to the personal contact with the public, making of bulletins, preparation of reading lists, etc., that offer an inviting field to every librarian in charge as varied and resourceful as the individual personalities themselves. When this feeling that we are each an integral part of a great library system, as closely linked in purpose and methods to the administration department and to each other as if all were gathered together under a single roof, has superseded purely selfish interest in our respective charges, then and not till then will the full measure of united action be realized. Without such a conception of the task before us the best individual effort, no matter how zealously pursued, will avail little. This phase of the question invites serious reflection on the part of every one of us, and a keen sense of our own personal responsibility to the trust imposed in us. I like to think of the branch not as a limited, independent collection of books, more or less arbitrarily selected and placed conveniently for the public, but rather as a local representative of a great system, never a mere substitute for it."

The first requisite for an orderly and systematic administration of a library is a staff so organized as to work effectively in every direction.

A suggested organization is:

#### GENERAL ADMINISTRATION.

Chief Librarian.

First Assistant Librarian.

Second Assistant Librarian.  
 Librarian's Secretary.  
 Chief Clerk.  
 Financial Secretary.

#### HEADS OF DEPARTMENTS.

Superintendent of Branches.  
 Superintendent of Children's Department.  
 Superintendent of Book Order Department.  
 Superintendent of Cataloguing Department.  
 Superintendent of Traveling Libraries.  
 Superintendent of Supplies.

Under these would follow Librarians-in-charge of Branches, Assistants, Apprentices, Fine collectors, Messengers, and Janitors.

A word as to the several divisions recommended. The heads of departments should be selected for their special fitness for the work required and paid accordingly. Of the duties of Librarian and Assistant Librarians and Secretary it is unnecessary to speak, but it may be helpful to indicate briefly those attached to some of the other positions.

The duties of the chief clerk and financial secretary are chiefly of a clerical nature.

#### SUPERINTENDENT OF BRANCHES.

Among the supervisors the Superintendent of Branches is mentioned first, because under the chief librarian the one occupying this position must keep in touch with the needs and personnel of the several branches. As one has well said: The Superintendent of Branches should keep in view the following objects: (a.) To save the time of the chief librarian by acting as an intermediary between him and members of the staffs of branches, attending to all such matters as can be acted upon without specific authority, and sifting out for his attention only such cases as seem of special significance. (b.) To view the work of the branches from a comparative standpoint, comparing their equipment, the conditions under which their work is carried on and the results obtained, with the object that all may be treated with fairness in the furnishing of books, supplies, and service. (c.) To bring about centralization in all cases where it would increase the usefulness or decrease the expense of the several branches. (d.) To promote co-operation and

develop *esprit de corps*. (e.) To give apprentices instruction in methods and practical work at the branches.

#### CHILDREN'S DEPARTMENT.

Next in importance on this faculty should be named the Superintendent of the Children's Department. We can at least concede that she (and I use the pronoun advisedly) occupies a most responsible place, for upon the success of this department largely depends the success of the library. There are not many people equipped for this post. The occupant must combine the qualities which go to make up the best sort of teacher, librarian, and mother, and must have the executive ability to originate plans for the extension of the work, exercise general supervision over all children's rooms, their management and discipline, select and distribute juvenile literature throughout the system, and superintend the preparation of bulletins and kindred illustrative work.

#### BOOK ORDER DEPARTMENT.

All accessions to the library by gift or purchase should be handled by the Book Order Department.

Everything connected with the entering of gifts, checking of bills, order slips, auction and trade catalogues, recommendations of librarians and readers, and exchange of books between branches should be attended to here.

Having a union catalogue and shelf-list at a central place, it is easy to check up orders, prevent unnecessary duplication, and indicate for which branches a book is intended, as it is not desirable to place copies of all books purchased in every branch.

The selection of books for the different branches depends in a measure upon the recommendations of the librarians-in-charge, who know what the branches need in the way of new books and "shorts."

#### CATALOGUING DEPARTMENT.

A greater degree of uniformity not otherwise attainable is secured if all cataloguing is done by the central cataloguing staff. All the accessioning, classification, and assignment of numbers not only for the union catalogue,



but for branches should be done at one place, leaving to the branches the further preparation of the book for circulation.

It is somewhat expensive but quite necessary that a union catalogue and a union shelf-list showing resources of the whole institution be kept by the Cataloguing Department, so that information concerning any book at any branch may be supplied on the instant.

A card catalogue and shelf list should be kept at each branch, showing just what books are in the branch.

A great deal of time and labor will be saved by ordering cards from the Library of Congress and using them for the union and branch catalogues.

A satisfactory division of work seems to be something like this:

#### WORK DONE BY CATALOGUE DEPARTMENT.

1. Looked up in union card catalogue.
2. Books plated.
3. Accessioned.
4. Classified.
5. Numbered.
6. Subject headings indicated.
7. Entries made in union card catalogue and union shelf list for duplicates.
8. Work revised.
9. Cards filed.
10. Books counted and listed.
11. Books sent to branches.
12. Branch catalogue cards revised.
13. Monthly bulletin work.

#### WORK DONE BY BRANCHES.

1. Books stamped.
2. Leaves cut.
3. Books pasted (pockets and dating slips).
4. Book cards made.
5. Books, shelf, list, and catalogue cards written.

#### TRAVELING LIBRARIES.

The Traveling Library is an acknowledged factor in a modern library. It goes into the club, the home, the school, the factory, and public institutions, and reaches people who do not ordinarily visit a library.

The opportunities for splendid work in this

department are limitless, and an able, scholarly, tactful, and conscientious person is needed for Superintendent.

The home libraries which are coming into greater prominence should be under the management of this department.

The collection of books ought to be as distinct as at a branch.

#### DEPARTMENT OF SUPPLIES.

The Superintendent of Supplies should be a man of large business capacity. Supplies for the year should be purchased at one time in large quantities and stored at a central depot and drawn upon from time to time by requisitions made by the librarians-in-charge. The amount of stock, such as janitors' supplies, cards, printing, stationery, etc., needed during the year may be easily ascertained from estimates submitted by the branch librarians at the beginning of the year.

The purchase of books should be left to the Book Order Department.

Except for incidental expenses no money need be expended by branch librarians.

#### BINDERY.

The question of the advantages of a bindery under the control of the library authorities is a debatable one. Given a central building, the problem is easy of solution, as the books are then in the same building and under library supervision. It is perhaps as convenient and satisfactory to establish a certain standard for binding and then distribute the work among several firms, requiring the same grade of work, paying therefor uniform prices. The details of management should come under responsible supervision and not be left to the binder to regulate.

#### RESERVOIR FOR BOOKS.

The library of to-day must place some restrictions upon the purchase of books. Fiction by a little known writer may safely lie over for six months. Those of us who have tried this experiment are pleasantly surprised to find that at the end of the probationary period there is little demand for the books. Regarding other literature it is not necessary to purchase a copy

of a new book for each branch, but there should be a reservoir to serve as a receptacle for dead or unused books from which they could be drawn for the branches when there is a demand. I quote again from the same librarian-in-charge:

"We need a central reservoir from which to draw books which for many reasons cannot be duplicated in every branch. Into such a reservoir might well be sent all volumes exclusive of reference works and others to be noted later not circulating in the several branches. The branch has no room for books rarely used, and, what is more vital, no money to spend in their acquisition. Certainly we cannot afford to buy books never taken out, and at the same time plead lack of funds as an excuse for not obtaining books sadly needed. In this as in all public matters the greatest good for the greatest number must be our guide, and the occasional seeker must depend upon this central source for his occasional book. The branch must contain live and active books, books that will be read and re-read, rebound, worn out, and replaced. That, briefly, should be the book's 'biography.' By a process of elimination and survival of the fittest the stock of material should be kept a living force. In apparent contradiction to what I have just written I would exempt from exportation to the central reservoir 'books of power' so called. I believe we should always have before the eyes of the reader the best there is in literature, and if after a year, such books having offered themselves appealingly to the public, the dating slips remain blank, I think we might be justified in concluding that something was the matter with the public, or possibly with the librarian in charge. But beyond these claims of the world's best literature I would make no further exemptions. Ancient text-books, obsolete scientific treatises, worn-out theological discussions, and all other dust-gatherers surely can be of no value to the general reader and seldom to the student except as a basis of comparison. Actual experience will of course be the final test. If a book does not circulate and cannot be made to circulate, send it to this

common reservoir. It will still be always accessible, and it is possible that from the combined demands of the several branches it may be of occasional service."

Thus far we have been considering the administration of the whole system, from a central point, but the real power lies in the

#### BRANCH LIBRARIANS.

A librarian-in-charge should possess peculiar qualifications for the position. The foundation should be a liberal education, added to which one should be broad-minded, far-seeing, and progressive. The mission of a librarian is only partly accomplished when the merely perfunctory service of circulating books and keeping records is done. It needs enthusiasm and force in the individual at the head to stimulate the assistants and do effective work with the public.

Freedom of action should be accorded heads of branches; they should be held to a degree responsible for building up their particular libraries. They should not be treated as mere machines, but be given an opportunity to broaden and develop the work in their own neighborhood, and be made to feel their importance to the entire city system. To this end there should be frequent meetings of the staff for the purpose of comparing notes, deciding upon methods, defining the scope of work, discussing books, relations with the public, etc., and to increase the efficiency of the assistants they may be given instruction of a higher grade than that given apprentices.

There are other things which add to the effectiveness and smoothness of administration. Among them may be mentioned frequent visits of the chief librarian and superintendents to the branches, interchange of books and cards among branches; special express delivery to branches and delivery stations, and telephone communication throughout the system.

An outline only of how a branch library may be administered has been given, but it may serve the purpose at a time when librarians are becoming more generally interested in the subject.

THE DIVISION OF A LIBRARY INTO BOOKS IN USE, AND BOOKS NOT IN USE, WITH DIFFERENT STORAGE METHODS FOR THE TWO CLASSES OF BOOKS.

BY CHARLES WILLIAM ELIOT, *President of Harvard University.*

BEFORE this assembly of experts it is proper that I should describe the past experiences and present conditions which have lately led me to study the library question anew, and have caused me, who am not an expert, to venture to write on the subject.

When Gore Hall was built in 1840, my predecessor, President Josiah Quincy, supposed that the building had sufficient capacity to hold the probable accumulation of books during the remainder of the century; yet within thirty-five years it was necessary to construct an extension which held many more books than the original building. Within twenty years more it became necessary to reconstruct the interior of the original Gore Hall in such a manner as greatly to increase its book capacity; and now, within six years of the last enlargement, a further enlargement, more considerable than either of the preceding, is declared to be absolutely necessary. The city of Boston erected about forty years ago what was then considered a very large library building on Boylston Street. Within less than forty years that building had to be replaced by a building of vastly greater capacity at the cost of several millions of dollars; and this new building is so placed with reference to the surrounding streets that it will be almost impossible in time to come to more than double its capacity. Only thirteen years ago Cambridge built a public library; but the city has already been obliged to make a considerable extension of the building. In the meantime many new public libraries have been erected in the various cities and towns which constitute the metropolitan district of Boston. I have, therefore, witnessed a very extraordinary increase in the number of books kept accessible to readers in the communities which fall under my immediate observation; and I have also witnessed frequent enlargements of the buildings used for storing these collections, enlarge-

ments repeated at always diminishing intervals. All over the country, but especially in Massachusetts, local public libraries have been rapidly established within a single generation; so that the centres from which books are distributed, or at which books are read, have multiplied extraordinarily. Since Gore Hall was planned—that is, quite within the life-time of many persons here present—the production of books and other printed matter has increased at an unprecedented rate; until now there is no library, however rich, which pretends to keep pace with the annual publications of the world; and all libraries, large and small alike, are compelled to exercise close selection in the purchasing and acceptance of books. No existing library can dream of providing two miles and more of new shelving every year. Completeness can no longer be the ideal of any library. Judicious selection for local and present use is the ideal.

At a university which employs a large number of specialists as teachers, the books selected for purchase will be those which the university specialists decide are most needed at the passing moment by themselves or their pupils; and since these specialists change somewhat rapidly by death or transfer to other fields of labor, the direction of purchases in a given university library will probably change considerably from generation to generation; so that even in a university library the selection of the books must be called variable and almost casual, unless an unchanging policy of purchasing only in certain specified departments of knowledge be adopted and persistently maintained. I know no instance of the long maintenance of such a policy for a public collection not professional.

The prodigious annual output of books and magazines is by no means all original matter. A large proportion of it is matter which has only been revised or recast. Each generation

makes its own treatises, gazeteers, bibliographies, indices, dictionaries, and cyclopædias, re-edits the famous books come down from preceding generations, and writes its own biographies of the heroic personages of the past. It is impossible to discern any limit to this portentous flood of reproduction. Yet in each generation this immense mass of revised or recast matter invalidates much of the printed work of former generations or throws it out of use. Moreover, all signs indicate that the flood of printed matter has by no means reached its height. Indeed there is every reason to suppose that printing and publishing will become cheaper and cheaper, and the facilities for authorship and the number of authors greater and greater. The ease with which books are made has altered the character of the printed book. It is plain that great masses of new books have only an ephemeral interest, like the monthly magazines and the weekly papers.

Under these conditions the great need of means of discriminating between books which may fairly be said to be in use and books which may fairly be said to be not in use has been forced on me, and on many other persons nearly concerned with the largest, readiest, and most profitable use of libraries, and with the promotion of sound reading among pupils at school, students at college or university, and the people at large. The problem is essentially an economic one. It is not a good use of the precious educational resources of a community, or an institution, to enlarge at frequent intervals its library building, if the new space needed for books in use can be secured by discarding books not in use; and it is not frugal policy to permit the presence of thousands or millions of dead books to increase the cost of service, care, and cleaning in a much-frequented library.

I admit at once that the means of just discrimination between books in use and books not in use are not easy to discern or to apply; but I maintain, nevertheless, that the search for these means should be diligently prosecuted, and that every reasonable suggestion of means of discrimination deserves careful attention. It is obvious that no one man is compe-

tent to discriminate, on principles of judgment which his own mind elaborates, between a dead book and a living book in all departments of learning. The only satisfactory test is the actual demand or absence of demand for the book in question. Thus, it might naturally be suspected that a book which had not been called for in a university library for twenty years possessed but a faint vitality; whereas a book that was called for every year would certainly be considered alive. The fact of disuse seems to me an effective criterion, and the question for librarians is how to determine that fact of disuse. In libraries where no person has access to the shelves except the librarian and his assistants, so that every book used is ordered by a written slip, and passes the delivery desk, the fact of disuse can certainly be satisfactorily determined. In libraries where some thousands of books, say from five thousand to a hundred thousand, are kept on open shelves, accessible to all users or all privileged users of the library, there must be some principle of selection which assigns books to those open shelves. No judicious librarian will keep on open shelves books which are never touched. There already exists, therefore, a satisfactory criterion for large numbers of live books. The real difficulty in determining disuse arises in libraries which permit access to all their shelves to a considerable number of readers who may handle the books at their pleasure, and remove any of them temporarily to neighboring tables where they can be conveniently read. This permission has no value except in a classified library, or, rather, except in those parts of a library which are classified. There are many libraries in which the "browsing" process is not permitted, and in them this difficulty in determining the disuse of a book does not exist. Moreover, where the difficulty exists now it would be removed by enforcing the simple rule that the reader admitted to the shelves may take a book down, but shall not put it up; and this rule would have other obvious advantages. I shall have something to say later concerning the value of the process of browsing in a library.

I have found on inquiry that the discrimination between books in use and books not in use

has already been made in some libraries of widely different character as regards size, rate of growth, and general purpose. Thus the British Museum has already made large discriminations. The Medical Library of Boston, although it has lately procured a new building much larger than its first, has still large numbers of books stored in the suburbs of Boston. The Harvard Library has been forced to box thousands of books, and store them in the cellars of other buildings — a very inconvenient method. The Boston Athenæum has for some years put its most used books in its lower stories, and its least used in the upper, for the convenience of its attendants, and of its proprietors who have access to the shelves. Many town libraries have found no difficulty in deciding upon those books which are so seldom called for that they may be put in out-of-the-way places.

But what should be done with disused books, when once the means of discrimination between the used and the disused have been found? It seems to me clear that a book which is worth keeping at all ought to be kept accessible; that is, where it can be found, on demand, with a reasonable expenditure of time and labor. The problem, then, is to devise a mode of storing disused books, so that they may be kept safe and accessible, and yet at a low cost for shelter and annual care. The most obvious considerations of economy demand that disused books, or books very seldom used, should be stored in inexpensive buildings on cheap land. There is frightful waste in storing little-used books on land worth a million dollars an acre, if land worth a hundred dollars an acre would answer all reasonable purposes. Next, no unnecessary number of copies should be stored for one and the same community. If, for instance, there are thirty public or semi-public libraries within twelve miles of the State House in Boston, it is wasteful for each of those libraries to be storing disused books, for many of the books so preserved would be duplicates. There should be one store-house for disused books for the entire district, wherein not more than two copies of any book should be preserved. Thirdly, the interior construction of such a building should

differ in important respects from the construction of the ordinary book-stack in use to-day. A stack like that of the Harvard Library, which was the first stack constructed of the type now common, or that of the Congressional Library, a more recent and far more costly type, provides a passageway between each two rows of books; and in order to get good daylight into the middle of these narrow aisles or passageways, the lengths of the rows are very moderate, and there are often passageways along the ends of the rows of books between these ends and the walls. The result of this arrangement is that not more than one-fifth of the cubical contents of the building which covers the stack is really occupied by books. In order to secure compact stowage, all books in such a store-house as we are contemplating should, in the first place, be assorted by size. They should next be marked by a label at the top of the back to receive only a serial letter and number. No classification of the books should be permitted; for a classified library occupies more space than one which is not classified. The books having been assorted by size should be placed three deep on the shelves, and on the edge of each shelf should stand fixed-location shelf-marks bearing the numbers of the three books behind each mark. The serial number once assigned to a book should never be changed, and the place of each book once fixed should never be changed. The passage-ways should be long, and should end against the walls, and only one passage-way down the middle of the stack should afford access to the passage-ways between the rows of books. In this way nearly two-thirds of the building might be actually occupied by books. The roof should be flat, and so constructed as to defend the upper stories from the heat of the summer sun. All windows should be double, to exclude dust and cold. In winter the temperature of the entire building should be kept low, and by the use of gratings for floors the whole building should be treated as one room for purposes of heating and ventilating. None but the attendants should ever be allowed in the stacks. They would find the books called for by their serial numbers only, and would bring them to the

reading-room and studies which should be attached to the building. It ought, of course, to be possible for any student who desired a large number of books to have them brought to him in a separate room where he could examine them at his leisure, and retain the use of them for a definite period. It should also be possible for any library in the district which used this store-house to procure any books from the store-house on written or telephoned orders, the cards corresponding to all the books in the store-house being kept at all the libraries which were large enough to accommodate such a catalogue. Such a building could be a regular polygon, like a square, and so have a shorter perimeter than any irregular polygon of the same area, like a long rectangle, for instance.

The books in such a store-house would be reasonably accessible to real students. They would no longer encumber the libraries from which they had been dismissed. They need no longer encumber the card catalogues in ordinary use at the libraries from which they had been dismissed. The discharge of disused books from the thirty or more libraries of the whole district into this common receptacle would be intermittent, perhaps, by weeks or months, but fairly continuous by long periods, such as five-year or ten-year periods. The libraries of books in use would themselves be more economically and effectively administered if relieved of the burden of the dead books; and they would be under no necessity of extending their buildings at short intervals over new areas of more and more expensive land.

The treatment of the library catalogue under these new conditions would deserve careful consideration and experimentation. In libraries which contained a well-classified subject catalogue, it might, or might not, be best to keep in the classified catalogue the titles of disused books. By retaining all the titles which had ever found place in the classified catalogue, a student unacquainted with the literature of his subject would be supplied with an important bibliographical guide; but on the other hand by keeping in the catalogue the titles of disused books the bulk of the catalogue would be increased in a progressive measure, and the

daily use of the catalogue would therefore be made more difficult and more time-consuming for everybody resorting to it.

These last considerations lead naturally to the interesting subject of "browsing." There can be no doubt that the inexperienced student gets some advantage from looking over the books in a classified library on a subject in which he has an intelligent interest; but of course his chief advantage is procured from those books which have still so much life in them as to be sometimes read. Browsing on good books is often helpful, but browsing on poor books, and particularly on books which have been so replaced by better ones as to have gone out of use, is a very questionable advantage for the ordinary student. I am not suggesting that browsing on live books should be prevented, but only that browsing on dead books might be made less convenient than it now is by requiring that the dead books to be examined should be ordered and brought together for the browser in a reading-room or study. For the advanced student, who wishes to make a really thorough study of the literature of a given subject, the examination of the books on that subject which happen to stand on the shelves of a given library ought not to be satisfactory. He may be quite certain that the collection is not complete, and that it may even be described as casual. He ought to make acquaintance with a thorough bibliography of his subject, or he ought at least to examine thoroughly several classified catalogues of books on his subject. He should never be content with the selection of books which happens to have been made in a single library, but should examine the contents of several libraries. In short, he ought to regard browsing in one collection not as thorough study at all, but only as a pleasing gratification of curiosity in comparatively leisure moments.

It is obvious that the economical advantages of the division of books which has been here suggested would be numerous. In the first place, the trustees of libraries would not have to hold vacant large pieces of expensive land all about their present library buildings, in order to provide for enlargements of those buildings in successive generations. In the

second place, they would not be put to the expense of building these successive enlargements, but would always keep in a sufficient building that number of books for which it had originally been designed, the older books which had proved to be disused being constantly replaced by newer books which are to be put to the test of use, and the whole collection being actually alive. Again, the maintenance of the store-house for disused books would be far less costly than the maintenance of the building for the active library as regards heat, light, number of attendants, and cleaning. Finally, the handling of the catalogues and the delivery of books at the active library would be quicker and easier, and the service of that library would, therefore, be less expensive and more efficient. Every hundred thousand books in a much-used library and every million cards in its catalogue increase the cost of service and care, because they add to the difficulties of the service, and the extent of the care-taking.

It seems to me that emphasis should be laid henceforth not on the number of volumes which a library contains, but on the wise selection of its books, and on the facilities for the daily use of its treasures. It is much more important that adequate provision of reading-rooms, large and small, should be made, than that browsing be permitted, or that every book owned by the library should be obtainable on demand within a few minutes. It is not unreasonable that an interval of twenty-four hours should elapse between the receipt of an order for a book and its delivery. Commercial circulating libraries both in England and in this country are highly successful, although they often require a much longer interval than this between the receipt of an order and the delivery. As the facilities for the safe delivery of books by mail, parcel deliveries, or expresses increase, the habit of borrowing books from a distance ought likewise to become common. The student and the general reader alike should be willing to await the delivery of the book he wants for hours or even days, just as a naturalist waits for the season at which his particular material is to be found, or for the time of year when his plant flowers, or his moths escape from the chrysalis, or his chickens or his trout hatch.

The real student ought to be capable of some forelooking, and of a certain deliberation in reading.

Whenever the distinction between books in use and books out of use, and between a library of live books and a store-house for dead books, comes to be admitted and applied, it will be possible to return to spacious and handsome halls and rooms for the permanent active library. The modern steel stack is not a decorative or inspiring structure, and we should all be glad to advocate with a good conscience more beautiful and interesting forms of construction for the library of books in use.

It is an interesting but not an urgent question how many depositories of dead books might reasonably be provided in the United States. If the general conception should be accepted, the interests of different localities will in time determine the number of places of deposit for books out of use. In my report on Harvard University for the year 1900-01, I mentioned three appropriate places of deposit — Washington, New York, and Chicago; but I can see great convenience in having one place of deposit for Eastern Massachusetts; and doubtless the Pacific coast and the eastern slopes of the Rocky Mountains would some day need others.

It has been said that the present generation cannot determine the taste in books which any future generation will manifest, and therefore that present disuse of a book is not to be accepted as evidence that it is dead outright and forever. This suggestion has some truth in it, but it does not go far. There are few books now in use which have been resurrected after long burial; but if there were such books, their temporary storage in the house of disused books would not prevent their restoration to some of the active libraries when the new generation had discovered or rediscovered their merits. I am not proposing a crematory for dead books, but only a receiving-tomb. Neither am I proposing that the bibliophile or the antiquarian should be absolutely deprived of his idols, but only that his access to them should be made somewhat less convenient and attractive.

Another mode of selection in the purchase

and holding of books by different libraries within some territory of moderate extent has often been suggested, — namely, the assignment to different libraries of different subjects to which they shall severally confine themselves in the purchase of their books. There is a great deal to be said for this mode of selection, if the interests of a large community like the Boston metropolitan district, for example, rather than those of a single town or city, or a single university, are to be considered. But it ought to be observed that this method of selecting the books which any given library shall own involves the same willingness on the part of readers to wait a reasonable time for the books they want, as must be assumed if the line of division in any one library shall be between books in use and books not in use. If European history were assigned as one of its subjects to the Boston Public Library and American history to the Harvard Library, the historical student in Cambridge might have to wait for his book until it could be brought from Boston, and vice versa. No principle of selection can be applied to a group of libraries, which does not involve, though infrequently, some reasonable delay in the delivery to the reader of the book he wants; yet it is indispensable that some principle of selection or other

shall be adopted. It is also to be observed that books will inevitably come to be disused in the several departments assigned to each separate library.

What I have wished, and still wish, to urge upon the attention of professional librarians — solely in the interest of the best use of the best books — is the need of determining beforehand the general policy which is to be adopted with regard to the storage and most convenient use of the overwhelming masses of books which are pouring forth at all the large centres of book-making in the world, masses which each decade bids fair to double. At present most of the libraries of the country are vaguely contemplating an indefinite enlargement of their buildings, and an indefinite increase in the cost of maintaining, caring for, and serving out their growing collections of books. The present buildings of many libraries may now look adequate for years to come; but surprisingly soon their vacant shelves will be filled, and the pinch we have felt three times within sixty years at the Harvard Library will afflict them also. There seems to me to be an urgent need of settling soon on a clear and feasible policy for the future; and I know no body of persons more competent than that I now address to discover and promulgate such a policy.

## THE SELECTION OF TECHNICAL AND SCIENTIFIC BOOKS.

BY CHARLES F. BURGESS, *University of Wisconsin.*

**I**T is my purpose as the unofficial representative of the American Society for the Promotion of Engineering Education to submit to your consideration a line of work which has been taken up as one of the possible means for furthering the interests of technical education, and one which cannot be made effective without the coöperation of the library interests.

Those who are actively interested in engineering education cannot help but feel a certain sense of responsibility for the remarkable record of industrial development which the last few decades have made. For substantiation of such claim attention need but be called to the captains and other officers of industry who have

been trained in the technical schools of the country.

The inadequacy of the engineering education of thirty years ago for present conditions is scarcely more obvious than the fact that engineering education of the present will not suffice for the future. Present methods, continued indefinitely, would develop leaders as they have done in the past, but the question of a debatable nature may be raised: Is the country better off with a few great engineers, or a large number who are capable?

Perhaps the most serious limitation upon engineering education at the present time is its failure to reach the rank and file of industrial



workers, a limitation which is steadily increasing in degree. In spite of the fact that some of our advanced technical schools are free from tuition charges, it is evident that only a very small percentage of the inhabitants seem to be endowed with the privilege or opportunity of attending such institutions. It has been estimated that but one per cent. of the pupils of the grade schools continue their work beyond the high school.

It seems to be the predominating idea at present that increase in efficiency of engineering education lies mostly with reference to the instruction of the favored minority who are able to attend technical schools. This is shown by the action of the leading engineering schools in increasing the height of the barrier commonly termed entrance requirements, thus more noticeably decreasing the percentage of those permitted to attend. A college education gives to its possessor an advantage over his fellow men and almost ensures for him promotion to the more important positions, thus serving in a considerable degree to remove the less fortunate from the line of promotion. This stratification which appears to be developing, placing the technical graduate in the upper layer and creating an engineering aristocracy, is to be deplored as contrary to the American doctrine of equal opportunity for all. By the very progress of the technical graduate the outlook for the shop man or machine laborer is darkened, for, seeing the higher positions apparently closed to him, he will lose that incentive which is the underlying foundation of American enterprise — hope of advancement. He will feel that he is born to a position in life from which he cannot rise.

The solution of this problem as to how such condition may be avoided is perhaps the most difficult and important task which those interested in technical education have to undertake; but there is no doubt that American ingenuity will find a way of satisfactorily solving this, as it has done other great problems. Various experimental solutions are now under trial and others have been proposed. Among the former are the so-called correspondence schools, summer schools for artisans which at least one of our universities has instituted, night schools, classes conducted by the Y.M.C.A., instruc-

tion offered by manufacturers, and various other methods, each of which has its own advantages and disadvantages which it is not my purpose to discuss.

The great school for the industrial worker is the shop or the factory. The worker in this school is in a laboratory of the most efficient sort in which he can develop efficiently if he will develop his brain together with manual skill and dexterity.

The workman must first be taught to realize that unthinking skill can never hold its own against brain training. After instilling this feeling every possible opportunity should be given to make the work of brain training as simple and efficient as possible. The correspondence schools, in having enrolled over a quarter of a million students, have demonstrated the state of intellectual hunger which prevails among the industrial workers of the country. In addition to demonstrating the existence of this hunger, at least some of the schools have done much toward satisfying the same.

The proficiency of the industrial worker lies largely in his knowledge of the laws of nature and their applications and limitations, and an ignorance of such laws determines to a large extent the difference between the mechanic and the engineer. Such laws and applications may be learned from books, and in this fact lies the opportunity which the libraries have for furthering industrial progress.

There are various ways in which the librarian's work may be to the advantage of engineering education, by which term is meant the dissemination of knowledge which bears upon and influences industrial development.

The library may supply such scientific and technical literature as will meet the requirements of those who wish to use the same for recreation or for general information, and therefore including writings of a popular nature.

The library may stimulate interest in scientific and technical matters among high school students and others who are to choose their life's work.

The means may also be offered to technical men for continuing their studies, or in carrying on investigation, for which purpose a good reference equipment is requisite.

The library, in placing at the disposal of the

workman-artisan class the literature best suited to the needs, may accomplish results of inestimable value. "The vast number of workers, so important to the future welfare of the republic, deserve and are in need of more consideration and encouragement for self education than are those who constitute what are known as our educated classes." It is to the means of giving aid to this class that I wish especially to point.

Libraries have been and are at the present time very inefficiently dealing with this matter, the following remark recently made by a prominent technical man emphasizing this point: "Instruction in engineering literature is not organized, it is not looked after, it is not cared for, yet it is one of the most important questions. On entering a modern public library one finds excellent reading lists upon almost any topic in history, art, literature, and some science, but none on engineering or technical subjects."

A study of methods of increasing the efficiency reveals some of the causes of inefficiency, principal among which is the lack of a sufficient number of books, and, what is equally harmful, the presence on the shelves of books whose influence is not only indifferent but actually harmful. A great improvement can undoubtedly be effected by the judicious application of the process of subtraction from, as well as addition to, the shelves. The unsatisfactory selections so commonly made, and the requests which are frequently put to its individual members for book lists, have furnished the incentive to the Society for the Promotion of Engineering Education in appointing a committee of seven members, representing various lines of technical and engineering work, naming as the duties of such committee the compilation of a list of scientific and technical books which could be recommended for library use.

It has appeared to our committee that for various good reasons it would be best to confine our work, at the beginning at least, to the selection of books for the smaller libraries, and including perhaps not more than one hundred and fifty titles. In this way it was thought that the best results with the time at our disposal could be accomplished.

I had hoped to present at this time such

a list, but, owing to the time necessary and the difficulty in arriving at an agreement which the geographical distributions of this committee involves, I am, unfortunately, unable to carry out my expectations; and the publication of the same will, therefore, have to be postponed to a later day.

From expressions of opinion which have come to my attention, I incline to the belief that many librarians may not view our efforts with favor, and will repeat with unkind accent, "another bibliography prepared by experts." I admit that there is some ground for the assertion that a specialist will usually make a poor selection, for general library purposes, of books dealing even with his line of work, having his nose buried so deeply into his subject that he is unable to obtain a fair perspective. It is difficult for him to judge of the value or even to see any value whatever in the elementary books which are most important from the library standpoint, and, in fact, many specialists are totally unfamiliar with the elementary literature in their lines. The objection that professional prejudices and jealousies are likely to be detrimental to proper selection might also be a factor, though certainly a minor one. A scientific and technical library, chosen by lists made independently by specialists in various lines, is liable to be unbalanced by reason of the various ideals which different men have as to library requirements.

Braving such criticism, our committee has undertaken the work, and it is hoped that the librarian may look with favor upon the results, especially when considering the fact that various difficulties, limitations, and faults are realized by the committee, and attempts have been made to remedy or minimize them.

In examining the engineering literature various factors, which must be taken into account in making proper selection, become apparent.

Certain branches of engineering and science, especially those capable of spectacular treatment, have been subjected to a flood of literature during recent years. The greater part of such literature, in spite of its popularity, is not only unreliable and worthless, but is actually harmful and a hindrance to true progress in

engineering education. Many of these books have been written solely for the purpose of financial profit, and consequently have been manufactured as cheaply as the employment of cheap brain labor would permit. A number of books on electrical subjects may be readily named, which bear evidence of having been written by authors who know very little of the branches upon which they claim to instruct. Another deficiency in technical books, especially in those of elementary nature, is caused by the author's endeavor to place facts and laws in the most elementary manner possible, which is often done at the expense of truth and accuracy.

It is to be deplored that those who represent the most advanced learning in their profession seldom indulge in the writing of elementary books, since the financial reward for such work is not comparable to that which may be received in more strictly professional work. The writing of the elementary book is often therefore left to the amateur engineer.

The public demand may seem to make it necessary to place many undesirable books on the shelves, but it seems to me that just as much care should be used in barring misleading books in science and engineering as in excluding those which are detrimental from the moral standpoint. A book recently issued, written evidently with the sole hope of large sales, deals with the telephone. Many statements made therein show the author's ignorance of fundamental science, or his total depravity in trying to pass them off as elementary science to the uninitiated; yet this is a book for which there is a large demand, due to a general desire for the information which such work purports to give. On the score of inaccuracy and simplicity carried too far, the majority of the books belonging to the A B C class of publication should be rejected.

In scientific and engineering lines the steady and rapid progress has made the need of revision of its literature especially great, and there is perhaps no other department where books so soon become of the antiquated order as here. For this reason a selection may safely be confined almost entirely to publications of the last few years.

In arguing for the organization and more efficient operation of scientific and engineering departments in the public library with the view of helping especially the working class I am well aware that nothing new or heretofore untried is being presented. I will anticipate some of the objections which may be raised against this system for industrial betterment. It will be argued that certain libraries have maintained technical departments at considerable expenditure of capital and labor, but that little interest has been manifested in the same by the people who were to be benefited.

It is true that only a small percentage of the industrial workers seem to have an ambition to rise, strange as this statement may seem, and even if possessed of such, few have the enterprise to do the extra work necessary to further this ambition. The results, however, which can be effected by ministering to the requirements of those who have both ambition and enterprise, even though such number be small at present, is a sufficient argument for carrying on the work. In this way the library may serve as a net spread wide to catch the talent which the country produces.

It is argued that the man who works eight hours a day is not eager or in good condition to put in his little spare time with books; but, with the better class of such men, their minds are, after their day's manual work, fresh and eager for mental work which they may be given at night. If literature having some bearing on their daily work be placed in their hands they will be bound to become interested.

Further it may be said that manufacturers have installed libraries in connection with their works and have even offered free instruction to their employees. The indifferent success which such attempts to improve the men have met points to possible failure for public libraries if they take up this work. It has been a matter of common experience, however, that advantages such as gratuitous instruction offered by employers are seldom appreciated by employees, for the majority become suspicious of the intentions, feeling that such efforts are being made in the interests of capital rather than labor. To the library this is a matter of less moment, for the public may be

made to have a feeling of ownership, which is synonymous with a feeling of interest. There may be means whereby the library may increase such interest. An experiment with this in view is to be tried by the Public Library at Madison, Wis., during the coming winter. It is proposed to have a series of informal talks or lectures given to the employees of local factories upon technical subjects which may be of interest to them, a small charge to be made for the course. The proceeds are to be used for the benefit of the technical library, books and periodicals being purchased which will be of most service to the contributors. Experience has shown that a free course of lectures will not retain the interest of the audience as will a course in which money is invested, and in addition to retaining such interest it is thought that the investment of the proceeds as before mentioned will increase the interest in the library. The lectures are to be given by local engineers and professors of the College of Engineering of the University of Wisconsin, and almost any public library can easily get up such a course of talks, as the technical men of the community will readily lend their assistance.

The library, to be a place of study, requires a good list of reference books and journals. Current technical and trade periodicals would be a drawing card, and those who possess, even to a minor degree, the ability of self-education will find here their mental nourishment. In almost every industry there are now technical books and trade journals and catalogues of very high educational value which may be acquired at a very small cost. A most valuable part of engineering and scientific literature is in such publications, and with bound volumes of the same the librarian might readily compile reading lists for those who desire to look up any particular line.

Other reference books should be available,

such as Kent's "Mechanical engineer's pocket book," Foster's "Pocket book on mechanical engineering," Trautwine on civil engineering, electrical and mechanical dictionaries, books for self-instructing in drafting, an excellent example of which is Davis' "Mechanical drawing and machine design."

Books which are in many ways ideal for such reference library are those published by the International Correspondence Schools of Scranton, Pa., consisting of bound volumes of their lesson sheets on subjects such as electrical engineering, mechanical engineering, civil engineering, shop practice, steam engineering, and various other lines. Each subject is treated in several volumes, taking it up from the very elementary point and gradually developing it through a comparatively advanced stage. A student may therefore take up a subject at any point to suit his preparation, and since the works are fairly complete, supplementary books are necessary. The books have been prepared by specialists and authorities in various lines, and have been successfully designed to meet the requirements of those seeking self-education. These works have in the past been available only to those who paid the fee as correspondence students, but the International Correspondence Schools have recently changed their policy to the extent of allowing public libraries to obtain their publications.

If study of drafting and designing is to be carried on it might be advisable to place at the student's disposal drafting boards or tables. Other facilities might also be made available, but an enumeration of such extension work would carry me beyond my intended destination.

By suitable scientific instruction the usefulness of the industrial worker to society is increased, his horizon is broadened, the dignity of his calling is developed; and no other agency seems as universally suited for furnishing such instruction as does the public library.

## PLAN FOR THE ORGANIZATION OF AN INSTITUTE FOR BIBLIOGRAPHICAL RESEARCH.

BY AKSEL G. S. JOSEPHSON, *The John Crerar Library, Chicago, Ill.*

DURING the days of the discussion of the co-operative cataloging scheme a couple of years ago I presented to the Co-operation Committee of this Association a plan for a complete American bibliography. This plan was based on the same mechanical principle as the cataloging plan presented by the committee at the Montreal conference, and provided for electrotypes to be made for single entries from which cards could be printed and which also could be used for printing of bibliographies in book form, to be kept up to date by cumulative supplements and cumulative new editions. My scheme for carrying on the work was also largely the same as that suggested by the committee. The entries were in all cases to be made from the books or articles themselves, not from other bibliographies, and the work, it was suggested, might be done in co-operation by a number of leading libraries, the field of work to be divided according to the particular strength of each co-operating library. For instance: the literature previous to 1700 might be recorded by the New York Public Library, the copyrighted books after 1870 by the Library of Congress, the literature of medicine by the Surgeon General's Library, that of geology by the United States Geological Survey, etc. A central bureau was to be established for the supervision of the work, for revision as well as for the printing and distribution of the cards and other publications. The cost of organization and maintenance until the undertaking would be self-supporting should be borne, it was suggested, by such national scientific societies as might be interested in a scheme for an American bibliography.

The Co-operation Committee expressed in its report to the Montreal conference the hope that the plans for the co-operative cataloging of books for libraries might pave the way for this plan. The Bibliographical Committee of the American Historical Association to which it had also been presented did not see its way to make any recommendation.

Now, the failure of the scheme was inherent

in the proposition that institutions, libraries and societies, founded to further certain defined interests, should spend a part of their income in the interest of an undertaking which, while touching their own interests at more than one point, could not be said to be part and parcel of their work. And it soon became clear to me that the only way to solve the problem would be through the establishment of a separate richly endowed institution, unaffiliated but working in harmony and co-operation with other institutions of learning. There are institutes established for chemical, medical, archæological research. The bibliographical needs of American scholarship require the foundation of an institute for bibliographical research to be a centre for investigation and publication in the field of bibliography. The chief undertaking of such an institute, around which all its other work should centre, would naturally be the American bibliography, conceived in its very broadest sense, not merely covering literary productions printed in America, but also such dealing with American subjects and written by American authors, even though printed elsewhere. It would naturally be divided in two parts, the bibliography of current literature and the retrospective bibliography of the past. The retrospective work should be taken up piecemeal, so that the most useful and so far most inadequately treated subjects be undertaken first. For instance, to attempt a complete bibliography of medicine, of American ethnology or geology, would be futile; on the other hand, bibliographies of photography, of education, of fine art, of engineering, of bibliography, would be invaluable. All the work of the Institute should be conceived as parts of its American bibliography and as far as non-American publications are recorded, as parts of the universal bibliography which for centuries has been the dream of bibliographers and librarians. If I claim that this universal catalog is possible I base this assertion on the mechanical principle of electrotype plates for single entries. By using such plates, as much

of the work as is completed will always be ready for use, and nothing will ever be out of print.

The bibliographical problem is international. An attempt to solve it from the standpoint of a single country, without proper attention to its international aspects, will invite failure. If a bibliographical institute be founded in this country it must seek co-operation with similar institutions in other countries. Such institutions are the International Council for the "Catalogue of scientific literature" in London, the Institut International de Bibliographie in Brussels, the Concilium Bibliographicum in Zurich. In this country various independent undertakings might be co-ordinated with each other and with the work of the Institute; for instance, the bibliographical work of the Library of Congress and the various government bureaus at Washington, the co-operative cataloging of articles in serials carried out under the auspices of the A. L. A. Publishing Board, the several bibliographies of individual states in the Union published by the American Historical Association.

The functions of an institute for bibliographical research would by no means be exhausted with the preparation and publication of bibliographies according to a preconceived plan. Arrangements should be made by which students engaged in research might have special bibliographies prepared for them. It is highly important that literary investigators be relieved from the preliminary work of compiling bibliographies of the subject they intend to investigate, thus saving valuable time that would be more profitably spent in productive labor. There should also be provision for temporary employment of students and bibliographers, desirous of carrying out some special bibliographical work under the auspices of the institute. These would be paid on the basis of the salaries of the permanent officers of the institute and the result of their work published by it in its regular style, on cards and in books, printed from electrotypes. And societies such as the proposed American bibliographical society might make arrangements to have the institute issue their bibliographical monographs.

These are the three functions of modern bibliography: recording, classification, and

evaluation. And the organization of the institute should be planned so as to include all three. For each publication recorded there should be supplied

(1.) A bibliographically accurate copy of the title, with collation and other descriptive notes, such as contents.

(2.) The indication of its place in some recognized system of scientific classification.

(3.) A note of evaluation telling the bias of the author, whether the work be based on original research or is a compilation from secondary sources, and whether it is a popular account or intended for students only.

The staff of the institute would ultimately consist of a director, a chief clerk or business manager, a number of special bibliographers, scientific men, each a specialist in some field of research, and also trained in bibliographical method, with catalogers, indexers, and other clerical assistants.

The cost of an institution of this kind must be considerable. The only way to establish it must be by a large endowment and by its utilizing existing institutions in all ways possible. The Co-operation Committee estimated in its report to the Montreal conference the cost of preparing and printing cards at 85c. per title including electrotypes; if the work of the proposed bibliographical institute be estimated on the same basis, we might calculate the cost from \$1 to \$1.50 per title. While the ultimate endowment must be considerable, the work should begin in a moderate way. There must be a great deal of experimenting, a great deal of feeling one's way, before the sure path be found and an adequate basis made for the work. Some revenue might be expected from the sale of cards and book publications. The institute would, however, not be a commercial undertaking, and the prices of its publications should cover only the cost of stock, printing, and distribution.

Perhaps the first step towards founding the institute would be to offer post-graduate instruction in bibliography to scientists who desire to make it their life work, whether they be candidates for positions with the institute or wish to prepare themselves for bibliographical work in general or for leading positions in libraries.

## THE WORK OF THE DIVISION OF BIBLIOGRAPHY, LIBRARY OF CONGRESS.

BY W. DAWSON JOHNSTON, *Library of Congress.*

SOME ONE has said that the American student spends in copying title-pages the time that other people give to reading books. Perhaps this is true; other people may not give much time to reading, or, the American student may get more from title-pages than other students get from books. But if it is true that we have devoted so much attention to bibliography, why have we so much still to do, and why has so much of our work been of merely local and temporary value? The reason, I believe, may be this: we have been inclined to regard bibliography as we have been accustomed to regard the older sciences with which we have been familiar; we have looked upon it as we have looked upon them, as the natural product of the intellect of the individual and the proper province of speculative thought. Little by little we are learning, however, that bibliography is a *descriptive* science, that its value as a science is in proportion to its completeness and exactness, and that its completeness and exactness are dependent upon the systematic co-operation of professional bibliographers. In other words, we are recognizing that it is no longer sufficient to leave our study about books to chance, to arrive at our knowledge of books by guess-work, to entrust our information concerning books to the memory. We are no longer content to print our books and turn them out into the world trusting that they will come back when needed; we are no longer content to take the first book or any book on a subject from the shelves; we are no longer content to trust our own opinion or that of our neighbor regarding what we should read. Books that are interesting we have learned may be misinforming, and books that have at one time informed us may now be misleading. We must be instructed about books by the bibliographer, just as we are instructed concerning other things by specialists, we have concluded. It is these things that have led us to see the importance of the organization of bibliographical agencies and the consequent systematiza-

tion of bibliographical knowledge — for in all the descriptive sciences the one is the necessary condition of the other. Economic, geological, and archæological surveys are already recognized as the function of the state, and the individual who should undertake a census of the United States would simply amuse. And now we are beginning to see that the bibliographical survey of the country is also the function of the state.

In the middle of the last century librarians planned to make the Smithsonian the bibliographical center of the country. That institution, with the co-operation of Henry Stevens, undertook the compilation of a *Bibliographia Americana*, and at the same time inaugurated the co-operative cataloguing of American libraries by the preparation and printing, according to the Jewett plan, of a catalogue of the collection of ancient history in the Library of Congress. In 1854, however, the Regents withdrew their support from the library and all the librarian's bibliographical undertakings fell to the ground.

After the failure of these plans at the Smithsonian, a "Student of American bibliography" suggested in the *Historical Magazine* (vol. 2, p. 335, November, 1859) the formation of an American Bibliographical Association, the object of which should be the preparation of a complete national bibliography. With a board of government, library, and bibliographical collections at some central point, he said, and with the coöperation of the members of the Association, and the publication of quarterly or semi-annual bulletins, much, very much, might be done towards the accomplishment of the desired result. It was not, however, until 1876 that such an association, the American Library Association, was formed. And it was not until 1886 that the Association recognized the importance of its bibliographical functions by the establishment of the Publishing Section, and not until 1897 that the Association fully recognized the pos-

sibilities of its relations with the national library, and sought re-incorporation under the laws of the United States, with headquarters at Washington. During the early history of the Association all the bibliographical work of the Association was published in its official organ, the *Library Journal*. With the establishment of the Publishing Section, however, more elaborate bibliographical undertakings were planned for the Association. Among these the report upon the organization of the Section mentioned, (1) the printing of catalogue cards of leading new publications, (2) the essay index, (3) the indexing of scientific serials, transactions, and monographs, and (4) an index to bibliographical lists; and concluded with the following remark — "One of the most important functions of the Publishing Section will be the establishing of an understanding between the many librarians who are engaged on one or another bibliographical undertaking, often covering the same ground, or at least overlapping, where a mutual understanding would lead to an equitable division of the field. And it is believed that more of this special work would be intelligently done in one and another library if there were some central agency through which a proper division of labor could be arranged."

These plans were for the most part realized during the decade following the establishment of the Section: catalogue cards for current books, the "A. L. A. index to general literature," and cards for current periodicals were published, and annotated lists issued of books on fine art, American and British history. The carrying on of these undertakings by this Association was an important step in the history of American libraries. They were, however, so far dependent upon the beneficence of individuals that their continuation appeared problematical. At this juncture the possibilities of the national library, then recently reorganized, began to be felt. After the accession of the present librarian they were recognized by the state also, and during the past year the first and most practical of the bibliographical functions of the Association, the cataloging of current literature, has been delegated to the Library of Congress. Doubtless it will soon delegate to

the library other bibliographical functions also, and require other bibliographical duties. So that while the Association will remain the legislative body of American librarians, its administrative duties will be more and more discharged, under its direction, at the national library, and the dream of Professor Jewett and of that anonymous "Student of American bibliography" at last be realized: an association of American bibliographers, and that association the trustee of the greatest bibliographical institution the world has known, a body which never dies, a treasury which is never empty.

It is not for me at this time to speak of the extent, the character, and the significance of all the bibliographical work of the national library; the great bibliographical collections may be described at another time, the value of service in the library as an education in scientific bibliography is patent to all, and the inestimable value of the work of the large corps of specialists attached to the library staff can best be demonstrated by themselves.

Neither is this the place to describe and comment upon the bibliographical work of the country at large — to speak, for example, of the value of such local bibliographical work as is being done by the United States Government, the Virginia Historical Society, the Ohio State Library, the New York Public Library, the Kansas City Public Library, Columbia University, and Cornell University. This may be described elsewhere. I may be allowed, however, to say something about the character of the Division of Bibliography of the Library of Congress, because that is the only bibliographical institution in the country, and a distinctive feature of the organization of the national library.

The policy of the librarian regarding this branch of the service of the library is defined in his published statements to be, the pursuit of investigations involving research too elaborate for the attendants in the reading-room, or in form inconvenient for them to handle expeditiously, the compilation of lists of references on topics of current interest, particularly upon topics which are the subject of investigation, discussion, or possible legislation by Congress. the recommendation for acquisition by the



library of such useful books as in the course of the foregoing duties and from specific examination of bibliographies and reviews, the Division discovers to be lacking, and, in the last place, the coöperation with other libraries in all useful bibliographic undertakings.

In the pursuit of this policy the Division, under the direction of Mr. Griffin, has since its establishment answered 2,125 communications asking for bibliographical information. In the investigation of the questions thus presented, and particularly in the course of the investigations which have led to the published lists of references upon the questions of the day, the deficiencies in the library's collections have been discovered and recommendations which would lead to the supply of these deficiencies made by the Division. These recommendations have numbered 11,197 since the establishment of the Division. These are the most important functions of the Division—the answer of bibliographical questions presented to the library, and the systematic building up of a collection of books at the capital which will make possible the answer to all such questions.

In answering some of the questions which have been referred to this Division it has been necessary to compile extended lists of references. Of these the most complete have been printed; the selected lists are either in typewritten form or on cards.

Of the first class are the following:

Lists on Colonies and Trusts, each of which has gone through two editions.

Lists on Reciprocity, Mercantile marine subsidies, the Danish West Indies, Porto Rico, and Samoa and Guam, and a list on Irrigation, which is in press.

The following lists remain in typewritten form:

Lists on the Monroe Doctrine, the Trans-Siberian railway, Immigration, Cabinets of England and America, Jury system, American invasion of British commerce, Anglo-Saxon alliance, Postal service of the United States, Educational qualifications for suffrage, Study and teaching of history, State banks and banking, Universal postal union and parcel post, Popular election of senators, Chinese in

America, Municipal affairs, the Navy, Industrial arbitration, Iron industry in Sweden and Russia, Liquor question, Gothenburg system, Municipal ownership of street railways, Mormonism, Party system, Presidential inaugurations, Cuban campaign of the Spanish-American war, Constitution of the United States, Postal savings banks, Highway improvements, Annexation of Cuba, Compulsory education, Compulsory voting, Convict labor, Expansion.

These are selected lists intended for the use of the library, but if needed for use elsewhere may be expanded and published.

In addition to these published and typewritten lists are lists still on cards. Among these are:

Lists on Alaska, American State Archives, Anarchy, British Columbia, The Budget, the Clayton-Bulwer Treaty, Commerce, Comparative legislation, Constitutional law, Eight-hour day, Genealogy, English local history, Far west, Indian names, International arbitration, International law, Land tenures, Library training, National university, the Negro, Nineteenth century, The Philippines, Proportional representation, Railroad finance, Siberia, Spain, Sugar, Transportation, and Triumphal arches.

These lists are accessible within the Division, and when required will be either typewritten or printed and published.

An advance upon the mere list of references has been made in treating the subjects of apportionment and the treaty-making power. The Division has prepared an analytical and digested list of documents and discussions upon the apportionment of representatives from the first apportionment in 1879 to the present time.

There has also been prepared a bibliographical account of the treaty-making power of the United States, giving the authorities on international law and constitutional law which set forth the various views of the powers of the state in its foreign relations and which afford a comparison between the methods of making treaties in the United States and Great Britain. The references included likewise trace the

history of the growth of the treaty-making power under the Confederation and Constitution and point out the sources dealing with the discussions that have arisen over the constitutionality of special treaties. A chronological conspectus of the latter is given in addition to an enumeration of general discussions of the subject.

The Division also has in preparation a bibliographical account of the origins and development of the Senate.

These papers are in the nature of bibliographical histories.

The Division has also coöperated with libraries and bibliographers in useful bibliographical enterprises. Among these may be mentioned the preparation of the "Union list of periodicals currently received in the libraries of the District of Columbia," published last year, the preparation of lists of American editions of Milton, works on the metric system, works on local history, etc.

In this way the Division is of service to the student and the reference librarian.

But the Division seeks to be of special service to the bibliographer. It has access to the largest collection of bibliographical material on the continent, and therefore has in preparation a list of special bibliographies; it has also full information regarding such bibliographical work as is in progress. Some of this was published in an article on "Present bibliographical undertakings in the United States," in the *Library Journal*, September, 1901. This information regarding bibliography both retrospective and current should prove of special value to the bibliographer.

The significance of this branch of the work of the national library may be pointed out in a few words. First, it should make unnecessary much of the work now expended on reference lists by smaller libraries; second, together with the work of the other branches of the library, it should make possible the ultimate correlation and completion of the bibliographical work of the country. Of some 1,225 lists recorded in Miss Newman's "Index to subject bibliographies in library bulletins," about one-half are duplicates. Of these lists, 11 related to municipal government, 12 to education, 13 to music, 13 to botany, 13 to electricity,

and 14 to Christmas, and of the 45 libraries referred to, in 1895, 7 prepared lists on the Armenian question; in 1896, 6 prepared lists on South Africa and the Boer question, 10 lists on Cuba, and 34 lists on the currency question; in 1897, 9 prepared lists on the Cretan rebellion, and 14 lists on the Alaskan gold fields. And this enormous waste of labor still goes on, as the quarterly index to reference lists published by libraries, compiled by the Providence Public Library, shows. In 1899, for example, 10 more lists on South Africa and the Boer question were compiled in addition to the 6 compiled in 1896, and in 1900, 17 lists were published upon the subject of China and the Far Eastern question. Much of this waste of labor, time, and money on the part of local libraries may, perhaps, be saved by the use of the publications of this bibliographical bureau and by the preparation and publication by this bureau of comprehensive lists of references upon all questions which are at once of popular interest and practical value. Such lists would serve the double purpose, when checked up, of indicating both the resources and the wants of the library in which they were used, and so prove, potentially, many times as valuable as the lists now printed by the local library.\* At the same time this would give the local library the freedom in which to carry on the bibliographical work which the national library cannot do and which the local library, or the library possessing collections of unique value, can do.

I need not dwell upon the influence of local bibliographical work upon local library interests, and upon the possibilities of coöperation between the local librarian and the local printer, journalist, and man-of-letters in the preservation of the local literature. I must, however, emphasize the fact that the local collection and record of local literature is essential to a complete collection and record of the national literature, and that while the results of the work done by local libraries may be brought

\* I do not mean by this that these lists are bibliographies, but that those which are of value represent bibliographical work and an expenditure of time which would better be employed in the study of such bibliographical lists as may or should be published by such a bibliographical bureau as I have referred to. — W. D. J.

together at the national library, — while there may be a bibliographical clearing-house at Washington, — the initial bibliographical work of the country, work similar to that done by the New York Public Library, for example, must be done by the local libraries.

Nor need I more than refer to the fact that bibliographical catalogues of special collections, like the Avery collection at Columbia University, or the Dante collection at Cornell, are essential not only to their extended usefulness to the student, but also to the organic development of such collections, for by such a catalogue only can a collection, what it has, and what it lacks, be made known to those collectors who can, perhaps, best supply its wants. The bibliographical work of the local collector and of the special scientific collector are thus both essential.

The addition and multiplication of the results of their work may be the work of the national library; this work it has sought to accomplish in the past and will, under the

librarian's direction, seek to accomplish in the future, in these three ways, — and under these three heads the bibliographical work of the library may be summarized: —

- (1) By keeping a record of all bibliographical work, past and present;
- (2) By preparing lists of references upon all popular questions; and,
- (3) Through the Catalogue Division, by preparing and publishing a bibliographical record of every book which should find a place on the shelves of the national library, that is, on the shelves of the libraries of the United States.

These things are indicative of the bibliographical work which the National Library has already undertaken; what further work it will undertake depends upon the needs and wishes of the students of the United States, and their representatives in Congress assembled, and especially upon the wishes and advice of the members of this Association.

## THE CARD DISTRIBUTION WORK OF THE LIBRARY OF CONGRESS.

By C. H. HASTINGS, *Library of Congress.*

THE work of distributing printed catalogue-cards to libraries was commenced by the Library of Congress about Nov. 1, 1901. Up to June 14, 1902, 170 libraries had subscribed for cards. In addition to these there were on the list of subscribers seven individuals, mostly university professors, who subscribe for cards in their special lines.

The libraries using the cards may be classified as follows:

Public libraries of 100,000 volumes or more, 16; public libraries of from 25,000 to 100,000 volumes, 44; public libraries of from 10,000 to 25,000 volumes, 30; public libraries of less than 10,000 volumes, 28; university libraries, 12; college libraries, 14; high school and normal school libraries, 4; libraries of departments and bureaus of the United States government, 4; state libraries, 7; theological libraries, 2; law libraries, 2; technological libraries, 3;

libraries of historical societies, 2; one art institute library, one bibliographical society.

Up to June 16th 20 depository libraries had been selected, namely: Atlanta Carnegie, Brooklyn Public, Cleveland Public, Denver Public, Fiske Free and Public (New Orleans), Illinois State, John Crerar (Chicago), Johns Hopkins University (Baltimore), McGill University (Montreal), Mechanics' Institute (San Francisco), Massachusetts State, New York Public, New York State, Philadelphia Free, St. Louis Public, University of Minnesota, University of Nebraska, University of Pennsylvania, University of Texas, Wisconsin State Historical.

Statistics in detail of each order filled during the month of May show that during that month about one-half of the cards sold were to fill orders by serial number. It goes without saying that, except for an occasional card out

of print, cards can always be furnished when ordered by serial number. The test comes in filling orders submitted by author and title. During May cards were supplied for approximately three-fourths of the titles submitted in this form. The proportion, then, of sets of cards supplied to titles ordered, reckoning both serial number and author and title orders, was approximately seven-eighths.

The experience of the libraries using the cards has been so well summed up in the report of the Committee on Library Administration, and in the paper on the subject in the June number of the *Library Journal*, that further statistics in regard to the matter seem unnecessary. Accordingly I shall devote the rest of the paper mainly to a discussion of some of the chief difficulties in the card distribution work, with a statement of what is being done by the Library of Congress to overcome the difficulties, and wherein the libraries subscribing for cards may assist in their solution.

#### 1. *Delay in receiving the copyrighted books.*

—The framers of the present copyright law evidently had no provision as to card distribution work. The law simply requires, as to deposit of copies, that "on or before the day of publication in this or any foreign country two copies be delivered at the office of the Librarian of Congress or deposited in the mails within the United States addressed to the Librarian of Congress." As the law now stands, it is entirely possible for a New York publisher to conform to it and yet place copies of a publication in the hands of individuals and libraries one day before the deposit copies reach the Copyright Office at Washington. There are excellent reasons for supposing that publishers sometimes give themselves at least three days of grace, after the publication of a book, before sending in the copies to the Copyright Office. In addition to this there are usually a few books each month, probably less than one per cent. of the whole, which through carelessness on the part of publishers or authors come to hand weeks after publication, or do not come at all, unless a letter of inquiry is sent out by the Copyright Office.

Another provision of the law that causes trouble is one requiring that there shall be de-

posited a copy of every subsequent edition of a book "wherein any substantial changes shall be made." The question as to how much constitutes a substantial change and who is to be the judge as to the same not being settled by the law, room is left for a variety of interpretation with the result that the later edition may or may not come to the Copyright Office, while reprints bearing a new date and requiring a new card quite as much as a new edition, are not sent in at all. The non-copyrighting of new editions is especially noticeable and annoying in the case of law books.

In spite, however, of disturbing exceptions, the fact remains that the great majority of copyright books come to hand promptly after publication, so that, after allowing for the time that it takes to catalogue the books and get the cards into stock, 90 per cent. of the cards for current copyrighted books, on the average, are ready when orders are received for them. But the question remains what can be done about the other ten per cent. The Copyright Office has changed its routine so that books are sent to the catalogue department as soon as they are received, and it stands ready at any time to investigate a case of failure to send in the deposit copies. Clearly the Copyright Office is doing all it can under the present law to facilitate the prompt production of cards for copyrighted books.

After the books are received in the Catalogue Division, two weeks, on the average, are required to produce printed cards from them. Several days might be saved here were it not for the necessity of holding titles to get a form of five which can be given a subject heading in the proof. It is possible that ways will yet be devised to materially reduce the time required for cataloguing.

As far as the filling of the orders by the Card Distribution Section is concerned, excepting in the case of very large orders, it seldom happens that the order remains unfilled for over two days. This much delay has been necessary owing to the fact that orders come in very irregularly. After the 1st of July, when the overflow in the catalogue room will be placed in the card distribution room, we expect to have a force sufficiently elastic to

enable us to fill almost any order within twenty-four hours.

In spite of what has been done and can be done to expedite the work, there is likely to remain always a percentage of copyrighted books for which cards cannot be furnished if a library orders them immediately after the publication of the book.

A wait of two weeks, according to the report of the Committee on Library Administration and according to our own experience, will usually enable the library to obtain most of the others, probably nine out of ten per cent. We prefer to have the waiting done at the other end of the line, it saves checking and filing on our part, and it would seem that it ought to be a saving to the library ordering cards. However, if libraries do not choose to wait a couple of weeks for the 90 per cent. in order to get the 99 per cent. all at once, we will continue to hold titles for cards just as we have done in the past. We will also hold titles longer in order to secure the hundredth per cent., but we do not advise libraries to wait for this last per cent., as it is sometimes a very elusive quantity.

2. *The number and variety of current non-copyrighted books ordered by American libraries.*

— The number of very important books in this class for which cards are ordered by libraries is of course not large. The Library of Congress might easily buy all of them, and by waiting a year or two it would probably become apparent in one way or another what the most important books were. This seems to have been, to some extent at least, the old way of selecting books at the Library of Congress. But when the card distribution work began the Library of Congress was all at once called upon to be as up-to-date as all the up-to-date libraries on the list of subscribers to the cards. It was expected to have cards not only for the most important books, but for all of the books which chanced to strike the fancy of librarians. The result can be inferred.

The attempt to reduce the time necessary to secure cards for books ordered to a matter of definite periods with definite checks, which worked very well in the case of copyrighted books, has been more or less unsuccessful in

the case of non-copyrighted books. The time set has often proved too short, and not infrequently a book which we thoroughly expected would be ordered, has for some reason not been ordered.

The fact is recognized by those having to do with the ordering of books at the Library of Congress that it, being primarily a reference library, can never hope to buy and never ought to buy many books which may properly be bought by public libraries. At the same time there is a disposition to buy such books as we care to have promptly on their appearance and to send the books on to the catalogue department as quickly as possible. Books of this class for which there seems likely to be a large current demand for cards are now bought in New York, have a "hasten" slip inserted in them, and are sent to the Catalogue Division within two days after being received. In the Catalogue Division they are pushed through along with the copyright books, and cards are ready for them within two weeks.

To facilitate the prompt selection of such books the work of selecting them has recently been organized in such a way as to give the heads of Divisions, and others interested, a certain portion of the field and a certain number of critical journals for which each is held responsible.

The percentage of cards for non-copyrighted books which we have been able to furnish thus far is admitted to be small. Fifteen per cent. of those ordered would probably be an outside estimate. Unless there should be a marked gain in the number of volumes received and in the promptness with which they are received, the conclusion of the Committee on Library Administration, that the percentage of cards supplied for orders relating to this class of books is so small that it does not pay to order them except by serial number, is manifestly true of libraries which cannot wait; but the reward for waiting here is much greater than in the case of copyrighted books. One large library, the best waiter on our list, reports that it gets cards for sixty-eight per cent. of the titles which it submits for foreign books; another large library which submits its orders in the same way, but is a poor waiter, gets apparently only five per

cent. of the cards ordered. In view of the present effort being made by the Library of Congress to get a respectable number of this class of books on its shelves promptly we trust that some of the libraries, even though much disappointed in regard to the percentage of cards furnished in this class, will continue to experiment in ordering them a while longer.

3. *Ordering cards for books announced, but not yet published.*—This practice is a source of expense to us, and the advantage to the library ordering cards for such books must be a doubtful one. Orders for cards for Larned's "Guide to the literature of American history" have been coming in ever since the card distribution work began in November. Marconi's "Wireless telegraphy" is another old offender. Orders are constantly being received for books in series, some of which we believe are still in a nebulous state in the mind of the author. After the publication of the spring announcement number of the *Publishers' Weekly* the proportion of titles of books announced in the orders received was something alarming, in view of the fact that no charge could be made for looking them up. This has been remedied in the new price list, but we earnestly hope that the up-to-date libraries on our list will remain satisfied with being up-to-date and cease to speculate in futures.

4. *The smallness of the orders.*—The average size of the orders received amounts to less than one dollar; each order must be put through from half a dozen to a dozen processes according to circumstances. It is easily possible to come out the loser in handling the smaller packages. A few libraries on the list have inclined to the idea at times that a small daily order is the thing. From our point of view a weekly order is much more proper.

In connection with small orders a word may be said in regard to other small items in the book-keeping. In order to dispense with the services of a special book-keeper it is necessary to keep the accounts as few and as simple as possible. While we cheerfully give credit for cards returned on which we have made a mistake, we cannot give credit with the same cheerfulness, or at all, on cards in the case of

which the mistake was made by the library ordering the cards. Two or three cards, once they are removed from the stock, are poor property. We do not wish them returned even as a gift, much less can we give credit for them and write a polite note of acknowledgement.

5. *The fixed expenses of the card distribution work.*—For the satisfactory carrying on of the work four complete catalogues of the printed cards are now in use or are being prepared. In addition to these a catalogue of copyrighted books in the process of cataloguing, a catalogue of books ordered for which cards are wanted, and a catalogue of oddities and suspects for which we haven't cards and are trying to find out why not, are required. These catalogues must be kept up-to-date to the hour or they cannot be relied upon for filling current orders.

The work of the assistant in charge of distribution, and of the stenographer, is to a large extent not productive of direct returns in the way of cards sold. Add to these expenses about a thousand dollars a year for the storage of cards and it will be seen that the fixed expenses are at present large. If the amount of cards sold should increase to two or three times what it is at present, the fixed expenses, inasmuch as they will remain practically the same, will not be so formidable, but just at present they are an important and disturbing factor in the work from the financial point of view.

In the new regulation as to the sale of cards which we have distributed to such of the subscribers to cards as are present at Magnolia, I wish to call attention to a few points:

Notice that the regulations are in the form of proof sheets merely and are not to be accepted as final. The purpose of distributing them here is to enable subscribers to make suggestions to members of the Library of Congress staff present if they care to do so, or to submit them in writing at any time before June 27.

The chief changes made in the method of distribution appear most plainly in the price list.

In view of the fact that the working catalogues necessary for carrying on the business have

not yet been completed, that cards are still stored for the most part on temporary tables, and that the force required to carry on the work when at a normal, can as yet only be estimated approximately, it is recognized that any scale of prices fixed on at this time must still be tentative. A year later it may be practicable to announce a relatively permanent price list, but for the present we have contented ourselves with a readjustment of the old prices so as to make them correspond more nearly to the cost of cards, including the expense of handling them under different circumstances. The price for orders submitted in the form of serial numbers remains exactly the same, but in the price for orders submitted by author and title, one half cent has been added to the price of the first card to cover the cost of looking up the serial number and other items of work involved in handling orders by author and title. Provision is also made for extra charges in the case of lists which are not made out in the required form.

The proper subscription price for the proof sheets is still under debate, and it is not unlikely that the price indicated on the proof sheets will be changed in the final issue of the regulations. It is obvious that the proof sheets are issued to furnish a convenient means of ordering cards. If used for that purpose, notice that there is a provision for a rebate in the price up to the full cost of the proof. If not used for that purpose they should bear a much larger share of the cost of typesetting and fixed expenses of the card distribution work than is indicated by the price given.

In the price of cards subscribed for by classes and subjects there has been a very marked reduction. Instead of paying two cents each for cards on his specialty, the specialist can now get them for less than one cent if he will take the whole group.

The first six classes of cards offered for subscription are designed to be used by

libraries in place of proof sheets if they so prefer.

Class four, representing cards for a selection of the more important books printed in English and the most important books in other languages, and Class five, representing current non-copyrighted books printed in English, are especially designed for the smaller libraries. It is true that either selection will cost more than the proofs; but cataloging is a comparatively expensive process at best, and it is thought that the selection of cards will be found superior to the proof sheets in so many respects that they will well repay the extra cost.

The points of superiority may be briefly summed up as follows:

1. No further expenditure of time is required for preparing them for filing in a card case, as is required in the case of proof sheets;
- 2, in case a book is received which is catalogued by one of the cards, one card is ready at hand to be used in the main author catalogue or in some other way as a check on the book;
- 3, the same card furnishes the means of ordering more cards by serial number with the least expenditure of time and money;
- 4, the collection of cards not used at once can be regarded as a bibliography of books which the library may wish to buy in future, as well as a selection of titles which may interest some of its readers;
- 5, the non-current titles in the proof sheets are for most purposes an objection, in that each must be scanned in order to ascertain that it is not wanted. In the case of cards, on the other hand, the non-current cards need not be received at all.

The demand that the proof sheets be continued is so positive that there is no chance of their being suspended for the present. At the same time, it seems probable that enough libraries will be interested in the plan of subscription to cards in place of proof sheets to make it worth while to sort the cards in the way required by such subscriptions.

## HOME LIBRARIES AND READING CLUBS.

By GERTRUDE SACKETT, *Supervisor of Home Libraries, Carnegie Library, Pittsburgh, Pa.*

STATISTICS show that the majority of a large city's population will not come to the library, and a progressive librarian feels his responsibility greatest toward those whose ignorance keeps them from understanding their own need. A part of the mission of the modern library is to awaken a knowledge of this need and then to meet it adequately. If to do this is necessary and important in the case of adults it becomes doubly so with children, who are in the most important habit-forming period of life.

In the city of Pittsburgh with its population of 321,000 there are about 100,000 children of a reading age. Of these not one-half are drawing books from our six children's rooms, and only a small number find it possible to get them from our deposit collections in the schools. What then of the remainder, to the most of whom the moral and educational influence of good books is denied, whose conceptions of life are allowed to form according to the precarious standards of their homes and neighborhoods? For the majority of these children are found nested in our crowded tenement districts or in the cheapest outskirts of our cities. There they live unnatural lives full of unchildlike scenes and lawless excitement.

Of the children who may be said to form our non-library attending public — excluding a small proportion who find food for the imaginative and investigative mind within their own homes — we may make three broad classes:

1. Those who wish to read, but to whom books are inaccessible.
2. Those who have no interest in books because they do not know them.
3. Those who are omnivorous readers, but of the worst, most pernicious type of literature.

In the first class are children who living at a distance cannot afford car-fare, or those children whose early life of drudgery at home, in the mill, factory, or shop, renders their overtired bodies unable to make any extra physical exertion. To such the desire to read — either inherited or acquired — soon, through lack of

nourishment, grows into indifference and finally dies. The cravings of the imagination are deadened, imagination which in its different stages brings with it the joy and beauty of our lives, and without which life is reduced to the dull monotony of hard facts.

In the second group are placed those children in whose lives books have no place, whose interest is lacking because books are unknown. Such children we have found playing in the very shadow of a library building; a library, yes, but what that word represented, that it had any significance for them, they knew not nor cared. Perhaps their curiosity may have carried them beyond its portals, but the beauty, order, and quiet of the building, so different from their own disordered lives and homes, awed and embarrassed them, bringing to them a keen consciousness of their own unkempt condition. This can often be successfully overcome by the children's librarian if she is able to give them sufficient attention; if not, it may prove to the children an experience not to be lightly encountered a second time. And in this case interest must be aroused in some simple personal way, usually in their own home.

But by far the largest, most dangerous, and hopeless class are those who are already insatiable readers, but of most pernicious literature. I do not refer to that class of reading which is in itself harmless, but which wastes time, and demanding no thought, stupefies the mental faculties. I refer to that which is positively harmful, which makes crime attractive and dresses immorality in enviable luxury. It is a fallacy to think that the poorer classes are not reading. They are, how much we cannot adequately estimate; if we could, I think we would be startled out of our complacent inactivity in the matter. Go, as I have, week after week on Saturday evening to a stationer's in one of the crowded portions of the city and watch the steady stream of people who seek the tiers of illy assorted novels and the rows of cheap magazines and newspapers. Note



their selections. Watch what the messenger boys on the street cars and the shop girls at noon hours read. Examine the books you find under the bed, on the dressers, trunks, or kitchen tables — rarely in the parlors — of their homes, — and then marvel that human nature is so innately good, that we have as high a standard of morals and citizenship as we have.

Pittsburgh — I speak of it only as the city I know best — has eight well-equipped book stores. In fearful opposition are the uncounted hundreds of little stores where cigars, bad candy, and worse literature are alluringly displayed. There books may be rented for the nominal sum of one to ten cents, or purchased at a price ranging anywhere from five to fifty cents. Unfortunately, the worse the book the lower the price. "I like Conan Doyle," said a lad of fifteen, "but he comes high. You can get a lot of this for a nickel," indicating a second-hand copy of *Jesse James*. That boy lives within short walking distance of a public library. He is now an enthusiastic member of a library club. Occasionally *Jesse James* or the *Old Sleuth* still peeps from his pocket while he pores over the books on the club table. Lately he asked for the "Last days of Pompeii," and another boy, a club member, complained that he had not time to read "Rip Van Winkle" during the week, as his friend had borrowed it. A taste for exciting and immoral literature once firmly established is hard to counteract, but taken in time is easily guided into other channels. Not poverty of food and clothes, but poverty of higher ideals and better standards of living is the greatest need from which these children suffer. Believing as we do in the elevating power of books, how can we best bring them to these children to make their lives broader, fuller, and richer, thus leading them to a better citizenship and a higher civilization?

Mr. C. W. Birtwell, of the Children's Aid Society of Boston, found a solution for this problem when, seventeen years ago in a tenement house, he gathered a group of children about him and nailed upon the wall the first home library. Since then a complete system of travelling home libraries has sprung up in Boston under his thoughtful supervision, and the work is spreading throughout the country. Mrs. E. M. Fairchild, of the New York State

Library, was the first to realize the importance of this work in connection with libraries, and to introduce it into the city of Albany.

In response to ninety-five letters sent to the libraries and charitable organizations of the principal cities of the United States, we have received twelve answers reporting the introduction of home libraries. These answers show four different methods of administration: The administration of home libraries under charitable institutions, under libraries, under charitable institutions and libraries in conjunction, or under library schools and associations. Of those supervised by charitable institutions, Boston has 60 home libraries, Baltimore 30, Chicago 30, and Philadelphia 4; of those under public libraries, the New York Public Library reports 25, Cincinnati 15, Helena 2, and Pittsburgh 31. Under charitable associations and libraries combined, Providence reports 10. Under library schools and associations, Chicago 10, Brooklyn 5, and Buffalo 8. Much work is being done under the direction of university students and social settlements, which in its aim is akin to that of the home libraries. As yet Boston and Pittsburgh are the only cities having supervisors whose entire time is given to furthering the work of the home libraries. This special supervision is certainly important, as overtaxed librarians or philanthropic workers have not adequate time and strength apart from their regular duties for the problems constantly presenting themselves in home library work.

Books for the home libraries are either gifts of public-spirited citizens, as in Albany, Baltimore, Boston, Brooklyn, Helena, and Pittsburgh, or they are taken directly from the shelves of the public library as at Buffalo, Cincinnati, New York, and Providence. The selection of the books, whether donated or taken from the shelves of the public library, should rest with the supervisor or a specially appointed committee familiar with both books and children. Twenty-five dollars buys a neat little case and twenty volumes. Editions well illustrated, with attractive covers, should be chosen. In making up a library to be sent to a group, the sex, ages, and tastes of the children should be consulted. In many cities the libraries are kept intact, and pass progressively from group to group. This has

its drawbacks, as you cannot remove the books that are not being used and replace them by others. Then if you have aroused your children to an interest in animals by a trip to the zoo or circus; in flowers or birds by a walk in the fields and woods; or in foreign lands by a visit to the museum, you cannot immediately supply them with a number of books on the subject.

Records should be kept at the headquarters of the home libraries of donors of home libraries, books purchased, visitors of groups (including names of visitors, members, hour and place of meeting, and books charged to the groups), of individual children (including name, address, age, and general remarks), of books, pictures, and games loaned to group, and also a record of their circulation among individual children. A written report should be sent in monthly by the visitor of each group. These reports should be filed away for reference.

Two of the greatest problems in home library work are: 1st, how to secure the right kind of a home library visitor, and 2d, how to obtain access to the homes or districts most requiring the influence of the home library and the home library visitor. Books by themselves will do but a limited amount of good in these homes. The children's interest in them must be aroused through their interest in an individual. Primarily then the success of a home library group depends upon the visitor. They should be persons of tact, refinement, and culture, having not only a love for childhood, but an intuitive understanding of it. With this must be also a deep sense of responsibility in the task undertaken — and a spirit of sympathetic rational helpfulness. Such a visitor becomes the children's companion and friend, and later a helper and counsellor to the whole neighborhood, where little courtesies, hitherto foreign to the lives of the people, spring into being, and a greater carefulness in speech, dress, and the appointments of the home become apparent. The ideal visitor is hard to find, yet I firmly believe that if we have enthusiasm ourselves we will awaken it in others. We do not want temporary visitors, but we do want the young men and women who are willing to grow with the neighborhoods in which they have centred their interests to study the needs of the people, individually and collec-

tively, and be the medium for helpfulness between them and all the cities' civil and philanthropic institutions which can better their conditions.

There is still another side to the visitor problem. Interest may not be hard to arouse, but it is certainly at times difficult to sustain, and the home library work is so full of discouragements that a visitor, especially an inexperienced one in work with children, may feel herself unable to cope with it, and give up in despair. Monthly meetings of the visitors for discussions, reports, and helpful suggestions are invaluable, but I doubt if this is sufficient, as there are always those who cannot attend them. There should be some one having a practical knowledge of the work, and whose whole time is devoted to its cause, — some one to whom the visitors can go in moments of keenest discouragement, and discuss their perplexities. Sometimes the visitors fail to realize that the supervisor is anxious to discuss these problems with them, giving them as far as possible the benefit of the experiences of others. Until this is clearly understood and a stronger feeling of co-operation established, it is advisable that the supervisor make personal calls on the visitors.

Mrs. E. M. Fairchild, in an article on home libraries, suggests a class for the study of practical philanthropy under competent leadership. The idea is excellent, and would certainly create a corps of ideal home library visitors, if we could make one qualification, and that is that no one should be admitted to membership who is not willing to put her study to practical use — not only in investigating conditions, but in actually working to combat them.

Finding homes for the libraries in districts where they will do the most good is the second great difficulty. Lack of appreciation upon the part of parents who do not wish to be bothered with other people's children, but are perfectly willing that their own should reap all the advantages possible, is often met with; and neighborhood quarrels and jealousies, and the hopelessly crowded condition of the tenement houses, where boarders sleep by day as well as by night, often makes it hard to establish a group. But we rarely give up trying. One earnest home librarian said, "I worked a year to place a library in a certain district, devoting all my spare time to friendly calls there, — and I suc-

ceeded." Sometimes we have requests for home libraries, most often from localities where there is already one. Occasionally a visitor finds her strongest impulse for good work in the help given her by some one in the neighborhood.

Group meetings should be conducted in various ways, the method depending upon the class of children with whom the visitor is working. Though these methods may differ widely, the home library hour should always be one of genuine enjoyment, and yet everything the visitor plans, whether it be games, or reading aloud, or physical exercises, or classes in sewing and basket-making — everything should tend toward developing the children into happy, wholesome boys and girls. The visitor should not forget that through all this enjoyment she is giving the children a love for good books which will become their life-long friends and helpers, and whose influence will be felt long after hers has become a thing of the past.

Except in the case of very young children, boys and girls should be in separate groups, for the interests and requirements of boys soon outgrow that of girls, and it is hard to keep them happy with mutual profit. Home groups are adequate only to the needs of girls and young boys. A girl's social instincts, under moral conditions, never outgrow her home, and we should try to keep them centred there. The home library should come into their lives as early as possible, — even at the picture book and big print age, — for two reasons: because the earliest years of childhood are the most plastic and impressionable, and in the case of boys the home group satisfies them but for a short time, as the natural gregarious instinct which comes to a boy at about the age of twelve draws him from the family circle into a larger social world. It is this instinct which leads him to form clubs and gangs. Since boys must have club life, we should organize for them clubs which will be beneficial rather than allow them to form for themselves those which will be degrading.

Why should not libraries recognize their opportunity and form library clubs? In Pittsburgh this has been done as a natural outgrowth of the home library work. We now have twelve clubs. These differ in membership and organization. In some cases a room for club meetings has been obtained

at a small monthly rental; other clubs meet in school-rooms; while the boys of one have built a house for themselves. One city school board, realizing the educational factor of the club in the neighborhood, has equipped for our use a room in the school building and provided janitor service, heat, and light. As an experiment we have lately rented three rooms on the ground floor of a tenement house and opened a large club library. Here, with the consent of his parents, any child in the neighborhood may draw books, and enjoy the privileges of the reading room. Small clubs of ten or twelve members each, among both boys and girls, are being formed under the leadership of volunteer workers. Club members pay weekly dues of from one to four cents, a part of which has been voted to the general treasury of the library reading room, to help defray running expenses, the remainder to be used as needed by the individual clubs. In thus contributing to the general funds, an interest in the whole organization is fostered. The work as outlined for the coming year includes clubs for reading, story telling and games, basketry, wrought-iron work, mechanical drawing, carpentry, cooking, and sewing. Much of the work of discharging and arranging the books upon the shelves has been done by the children themselves. Money having been given us for the support of these rooms, and the work of the club leaders being voluntary, the central library is at little expense, except that of providing books and supervision.

As a general rule, boys' clubs should be conducted according to parliamentary laws, no matter what their special line of interest is. Parliamentary rule and military discipline call forth and deepen in the boy a keener sense of his responsibility, and therefore of his own manhood. In the home library groups, however, we should on the whole avoid organization which tends to destroy that social home spirit so vital to this part of the work.

We do not aim to establish permanent clubs. When they have outgrown their usefulness in one district, they are reorganized in a new neighborhood. The club is but to serve as a transition from the more limited home life to the wider life of the world, and to prepare the boy or girl to enter his or her larger social and civic relationships.

## THE EVALUATION OF CHILDREN'S BOOKS FROM THE POINT OF VIEW OF THE HISTORY OF LITERATURE FOR CHILDREN.

BY CHARLES WELSH.

"THE child himself must determine what his books shall be," "Children invariably prefer the classic form of the story to the text which has been specially written for them," "There is no need to adapt the classics to the children, because the children are adapted to the classics," are three statements which I think will be amply substantiated by a brief glance at the history of books for children, and it will be instructive and helpful in connection with much that has been put forward about children's reading and children's libraries if we consider for a moment the children's books that have lived, and examine the elements that give them their genuine and abiding interest, and have placed them in the ranks of the books which never wear out. To study, however briefly, some of the oldest and best tried books, and to try to define the qualities which have given them their permanent hold on the child mind, may be useful as a means of comparison, and perhaps as furnishing some standards of value.

The making of books for children — except lesson books and books of manners and courtesy — is a comparatively modern idea, not much more than one hundred and fifty years old, and yet the children have been selecting for themselves for centuries from a literature which is as old as that of the race itself. Long before the folklore of the world was ever written, the child had made its choice from among the fairy tales and folk stories with which older people amused each other, and as Thackeray says: "Many of these stories have been related in their present shape thousands of years ago to little copper-colored Sanskrit children. The very same tale has been heard by the Northern Vikings as they lay on their shields on deck, and by the Arabs crouching under the stars on the Syrian plains, when the flocks were gathered in, and the mares were picketed by their tents."\*

To go back only as far as the period of the romances, there is no doubt that many a well-born child of the Middle Ages has listened to

and enjoyed the *Chansons de Geste*, the legends of Arthur and the Knights of the Round Table, Charlemagne, the Twelve Peers and Amadis of Gaul, while knights and ladies, squires and dames were pleasantly beguiling the hours by reading them aloud; and among the popular stories which from this time on were the delight of the common people generally there were many that proved to be especially suited to the tastes and mental needs of the children, and upon which they were not slow to fasten and stamp their approval.

The earliest reduction of these stories to writing in a form which brought them within the reach of the common people in England was that of the chap-book. These chap-books flourished to their greatest extent during the sixteenth, seventeenth, and eighteenth centuries. They were printed in the rudest manner on paper of the coarsest character; and decorated with cuts which as often as not had no reference to the text whatever, or a very remote one indeed. They were mostly sold for a penny each, but there were farthing and half penny ones, too, which now, as Sir Walter Scott said, "would be cheaply purchased at their weight in gold." They were the only literature for the people for certainly two hundred and fifty years, and were published primarily for the amusement and education of the grown-ups among the common folk.

Chap-books, generally, received their death-blow in the middle of the eighteenth century, but they lingered until well on into the first half of the nineteenth. Among the tens of thousands of them which have well-nigh disappeared from the face of the earth, there are some few which are familiar in our ears as household words, because the children have fastened on them, made them their own, and have thus given them an inheritance of everlasting life.

Bevis of Southampton, Adam Bell, Fyfe Bacon, William of Cloudeley, Cam Wood the Cook, Clim of the Clough, Bellianis and Floris of Greece, and hosts of others, are to-day

\* *Fraser's Magazine* for 1846.

known only to scholars and students of folklore, but *Beauty and the Beast*, *Bluebeard*, *Cinderella*, *Jack and the Beanstalk*, *Jack the Giant Killer*, *Little Red Riding Hood*, *Reynard the Fox*, *Sleeping Beauty*, *Cock Robin*, *the House that Jack Built*, *Tom Thumb*, and *Dick Whittington* are read with as much eagerness by the little ones to-day as they listened to them hundreds of years ago.

As with the popular stories in the chap-books, so with the rhymes and jingles of *Mother Goose*, which some one has called "the rich deposit of the centuries." They have come down to us from the childhood of the race and have become the literature of the childhood of the individual. The unerring instinct of the mother has seized upon those ditties and jingles which were best suited to the awakening senses of the child, and without knowing that she was obeying a great psycho-pedagogical law, she has for centuries been stimulating the sense of rhythm and exciting the wonder, fancy, and imagination of her babe with the material which awakens the best response and which has the greatest educative value at this early stage.

The first collection of the rhymes and jingles of *Mother Goose* was published by John Newbery about 1780, but they were found scattered in chap-books and had been current orally for centuries.

At this time Oliver Goldsmith was in the constant employ of the publisher Newbery, editing his little books, concocting his advertisements, writing his prefaces, devising his title-pages, etc.; there is as little doubt that he was the compiler of this collection as that he was the author of "*Goody Two Shoes*," and there is something extremely significant in this connection in the fact that the gentle Goldsmith, who "touched nothing that he did not adorn," should, by the unerring sympathy of his child-like and simple mind, have been the first to select from the lore of the people those songs of the nursery which lie nearest to the heart of the mother, and most readily appeal to the babe, and that he should have written the first book directly intended for children which has become a classic.

During the two hundred years which closed with the eighteenth century there came four

books which, though not intended for children, were eagerly appropriated by them. "*The pilgrim's progress*," which, as some one has finely said, was written in 1688 for grown-up saints, happily fell into the hands of little sinners, who found in its direct, simple, and dramatic story elements which appealed to them, without caring for the theological doctrines it was intended to inculcate or the controversies with which it was concerned. Then, when the Puritan influence was growing fainter, and before the rekindling of interest in child life in the eighteenth century, came "*Robinson Crusoe*," which, in 1714, stumbled upon immortality by reason of its adoption by the children.

In like manner the children have appropriated "*Gulliver's travels*," which appeared in 1726, knowing nothing, and caring less, about the stinging and biting satire with which it was permeated. And later on, in 1785, they made "*Munchausen's travels*" their own, which were intended to bring the then prevailing exaggeration of traveller's tales into ridicule.

The "*Arabian nights*," that great storehouse of oriental romance enshrining the folklore of the people, found its way piece-meal into the literature of the nursery, for which, however, it was never intended.

*Æsop's fables*, too, of which Dr. Thomas Fuller, the famous author of the "*Worthies of England*," writing in the seventeenth century, said: "Children cannot read an easier, nor men a wiser book," have never ceased to have their charm for children, although their intent was simply moral and political and their aim was directed to their elders, but the elements which interest, of which we shall speak later, are never over-shadowed by the teaching they convey.

Most of this took place before John Newbery began to publish books for children. If we survey the books of the period from the time he began to publish, in 1744, until the end of the eighteenth century—the "age of prose and reason" as it has been called—we shall find ourselves fully justified in characterizing it as the period of the didactic story book. In the story books we can trace the effect of the earlier books of education, and the endeavor to combine instruction with amusement was their

prevailing characteristic. The Newberys published over three hundred books, written primarily for children by contemporary authors. The two which have lived are "The melodies of Mother Goose," first collected by Oliver Goldsmith, and "Goody Two Shoes," written by him in conjunction with Newbery himself. This was probably the dreariest period in the whole history of children's literature.

Then we come to the Jane and Ann Taylor, Maria Edgeworth, and Mrs. Barbauld period, in which we get a little further away from the directly instructive, and find in them the effort to infuse principles of morality rather than to furnish detailed rules for guidance. This period is only a little less dreary than that which preceded it. But a few of the stories of that period survive to-day. Probably the best known of them are: "Eyes and no eyes," "The discontented pendulum," and some of the verses of Jane and Ann Taylor.

After that we come to the Sunday school book period, and I only refer to it here because the history of Sunday school books so strikingly illustrates the view that it is the child itself who, in all time, has been the sole arbiter of what shall be called a classic among his books. He alone in the final outcome accepts or rejects what is provided for him and he does it upon principles which are as unchangeable and eternal as the child himself. The history of Sunday school books has been a curious one, reflecting in a striking manner the tendencies of the age in which they flourished. At first they contained very distinct sectarian teaching, and each denomination, or group of denominations, had its own set of authors who introduced such dogma into their books as was in accordance with its views and would insure their acceptance. Later on distinct sectarian teaching was gradually dropped and those books had the best sale which were colorless in that respect, while inculcating only the broad religious principles on which all sects alike were agreed. Very keen indeed was the scrutiny to which the publishers submitted the books they put forth for this market, lest any bit of dogmatic teaching should drop in unawares.

Then at a later period those books were most in favor which illustrated by example

rather than by direct teaching rules of conduct and of morals to be approved and followed. But Sunday school books, professedly put forward as such, are no longer in such demand as formerly. The old-fashioned Sunday school book is banished, never to return unless to be examined as a curiosity.

As soon as the rich collection of stories of Hans Andersen and the Brothers Grimm were made available to English speaking children they recognized in them the witchery of a magician which will never fail to charm; and the operation of the same instinct which then guided them has placed Ruskin's "King of the Golden River," Thackeray's "Rose and the ring," Kingsley's "Water babies," and "Alice in Wonderland" in the ranks of classics for children — while the result of bringing within their reach in recent years the wonder world of classic myth and story, in which no one did greater work than Charles Lamb in his "Cruise of Ulysses," and Hawthorne in his "Wonder book," furnishes abundant proof of the statement that "the children are adapted to the classics."

Sir Walter Scott and Charles Dickens, Mayne Reid and Fenimore Cooper, did not write for youth, but with never failing instinct the young people of two English-speaking continents have found suitable mental food in most of their stories.

If we now examine for a moment the elements in the books which have survived — and of course I have not attempted to enumerate all of them — it may perhaps help us to explain some of the causes of their never wearing out. You are aware of the experiments which have been made during recent years in order to ascertain the elements in stories which interest children, and they are found to be in the order of their preference as follows: *Action, names, speech, description, place, time, possession, feeling, dress, æsthetic details, sentiment, and moral qualities.* This is, however, but restating in our modern quasi-scientific way what many writers out of their sympathy with and insight into the child mind have said long ago. Lady Eastlake wrote over sixty years since. "The real secret of a child's book consists not merely in its being less dry and less difficult, but more rich in interest — more true to nature

— more exquisite in art — more abundant in every quality that replies to childhood's keener and fresher perceptions. Such being the case, the best of juvenile reading will be found in libraries belonging to their elders, while the best juvenile writing will not fail to delight those who are no longer children. 'Robinson Crusoe,' the standing favorite of above a century, was not originally written for children; and Sir Walter Scott's 'Tales of a grandfather' addressed solely to them, are the pleasure and profit of every age, from childhood upwards. Our little friends tear Pope's 'Odyssey' from mamma's hands, while she takes up their 'Agathos' with an admiration which no child's can exceed."

All this brings us back to the point from

which I started, and confirms in a remarkable degree the statements with which I began. "The real touchstone," as Lady Eastlake said, "is the child himself." He has sturdily rejected the "juveniles" by the ton and by the hundred thousands, and the reason for this is obvious in the light of the foregoing. We are at last beginning to recognize this great principle, and the study of the history of children's literature should do immense good by bringing out the truth of it more strongly. It shows that it is the birthright of the child to enter into the domain of the world's best literature, and to choose therefrom what is best suited to its needs, and it shows too that the children of all ages, when they have had the opportunity to do so, have exercised that right.

#### REPORT ON LIST OF CHILDREN'S BOOKS WITH CHILDREN'S ANNOTATIONS.

BY CAROLINE M. HEWINS, *Librarian, Hartford (Ct.) Public Library.*

IT is four or five years since Mr. R. R. Bowker suggested that there could be no more interesting and useful "evaluations" for the American Library Association to publish than comments on children's books made by children themselves. Miss Moore and I at the Chautauqua Conference in 1898 undertook the preparation of such a list, and she asked in the *Library Journal* and *Public Libraries* for comments arranged on cards of uniform size, stating the age, sex, and nationality of the child making them. The public immediately inferred that our list was in print, and the requests which we received for it would fill a much larger pigeon-hole than the answers from librarians. At the Montreal conference we reported a few comments. Since that time we have received no contributions, and no report was presented at the last conference.

Our present report is largely based on a consideration of about twelve hundred papers, written by boys and girls in the sixth, seventh, eighth, and ninth grades of grammar schools. A part of them are in the form of familiar letters to a librarian, and the rest in answer to questions prepared in a public library and presented to the same grades.

The man who went about lecturing on

temperance in the middle of the nineteenth century used to take another man with him to appear as the "awful example." In the following report the general statements were kindly prepared by Miss Moore to save me time, and the "awful examples" come from the other end of the line.

The letters and lists may be summed up like the themes in Elsie Venner. They have the same "stringing together of the good old traditional copy-book phrases," the same "occasional gushes of sentiment" and "profound estimates of the world." Out of twenty or thirty which poor overworked Helen Darley read, "there were two or three that had something of individual flavor about them." That proportion is much larger than we have found.

"There is a marked difference in the degree of spontaneity manifest in the familiar letter written at the personal request of the librarian and the paper written as an exercise required by the teacher. Both reveal a pathetic scarcity of vocabulary in relation to the subject, due in large measure to the fact that an exercise of this kind is an unrelated and infrequent experience to the majority of children. It is only by frequent repetition that we gain power in self expression in any line. It is hardly to

be expected, therefore, that children should be able to talk or to write familiarly about books and reading until they have made the connection and found the habit of doing so.

"From the twelve hundred papers we have selected, less than fifty are worth considering for our purpose. The great mass of material rejected shows the influence of the schoolroom in the selection of the books mentioned (chiefly school-duplicates) in the evident desire to please the teacher in expressing a preference and in a stereotyped form of expression, a form which varies slightly in different schools and in different grades of the same school."

The questions were as follows:

1. Name as many books as you can that you have read this school year.

2. Mark the names of the books that you like best with X and tell how many times you have read each one.

(No reliance could be placed on the X mark to denote books liked best, it was so often obviously used for books the children thought that they ought to like. They guessed at the number of times they had read them and at the number of hours they spent every week in reading.)

3. Why do you like these books and how do you think any of them have helped you?

Very few boys and girls can express the way in which a book has helped them. Once in a while a child says something which shows that the book has become a part of his life, as in this:

"I think that they all helped me, for I saw in nearly every one a different side of life: life of the old times, life of to-day, life of the poor, life of the rich, life of royalty, life of paupers, life on the border, life in the cities, and every kind of life.

"Some of these books have very good characters in them and when I get a hold on some book which does have a good character I read the author's life if I can. I do this because the author who writes about good characters must be a character himself.

"In many books I make friends with most of the characters that take principal parts, and try to imagine myself with them.

"In some books are many things which are historical or witty, or something of the like.

When I run across one of these I make a note of it."

The following is by a Jewish boy who is interested in the Jewish character, whether seen from the standpoint of another faith or his own:

"I like Shakespeare's book because it is very exciting and he gives a fine account how the Jews were treated in olden times. He gives us a very fine account of Portia and Shylock. I feel sorry because he lost all his money. I do not blame him for wanting a pound of flesh from Antonio. Everybody would like to take revenge on a man who would borrow money from you and would not pay it back. He clung to his religion.

"Scott represents Isaac of York, the Jew in 'Ivanhoe,' the same as Shakespeare represents Shylock in the 'Merchant of Venice.'"

A few children have the idea that books help them by enlarging their world or their vocabulary, or developing their imagination, and others that outside reading is an aid to lessons or examinations, but most of the answers recognize nothing that books do for a reader.

The contrast between rich and poor children appeals to boy-and-girl readers, and wealth and material success play a large part in their estimates of books. One boy with a fondness for drawing likes to read about poor boys who became rich artists, and a girl expresses the sentiment of many others when she writes:

"I like all of Meade's books because she always has a poor girl who at the end rises far above the rich one that had at one time looked down upon her, or if the rich girl helps a poor girl she always does some noble thing to repay her before the end."

These are fair specimens of many of the lists written by girls of thirteen in the ninth grade:

"I like Doty Dimple because she was kind, and it helped me to be kind. I like Ragged Tom because he was brave and good and it helped me to be brave and kind. Laddie I like because he would help others. It helped me to help others. Black Beauty I liked because it taught me to treat animals kind."

"I liked 'The partners' best because it was neither too old for me nor too young. I liked 'Barberry Bush and other stories' because it helped me to pass away my time. I liked



'Ivanhoe,' 'Lady of the Lake,' and 'Julius Cæsar,' because being read in class they were easy to understand. I do not know why I liked The Katy and Bessie books and 'Little men' and 'Little women.'"

The fourth question is:

4. What friends do you make in them (the books), and why do you think you should like to know some of them?

The answers to this question show lack of thought, lack of imagination, and lack of proportion. Very often the only book-friends whom a child remembers are in the last book that he has read. Many boys and girls honestly say things like these:

"I didn't make any friends in them because I never seen their faces only on pictures in the books."

"I like all the books in the same way as I like any books. They give me pleasure and take up time when you are sick or haven't anything to do."

"I have never thought of liking any of the characters for friends."

"I thought Portia in 'Merchant of Venice' and Mary in 'Mary Queen of Scots,' with Josephine in 'Little women' would make good friends, but never thought of them as friends for me or anybody of this time."

The lack of sense of proportion in estimating books and choosing book friends is seen in this example from the sixth grade:

"The friends I have made are Jack and Jill, and Dan, Allie Fairweather, Philip, Oliver, Mr. Brownlow, Denise, Rose, Agnes, Harry, Widow Greshome, Worth Bagley, Dewey, Sampson, Massasoit, Anthony Wayne, General Schuyler, George Washington, Jesus, Robinson, and Aladdin."

A lack of interest in what is read is shown in this:

"In all books some people appear agreeable and some appear disagreeable. It is a pleasure sometimes when one is tired to take a good book and read a chapter or two. In all books you have a friendly feeling toward some character."

It is a pleasure after reading through a roomful of such letters to find one like this:

"I am not very fond of books, although I think there are many things or facts which can

be learned out of books. I have often started a book and have gotten along through the middle of it when it became very dry and uninteresting and would drop it and never pick it up again.

"The trail of the Sandhill stag' is the only book that I have ever finished. It was written by E. S. Thomson. There were many beautiful pictures in the book, but I do not know the artists who drew them. This book was quite short and interesting and I liked it very much, as I am fond of outdoor sports, although I only read it once. The book spoke of a boy named Yan who had chased up and down the hills about his home for years after the track of a deer. At last he came face to face with the deer and raised his rifle to shoot it, but the deer had such a sad expression on its face which seemed to have stunned the boy and he turned back and went home without injuring the stag. I think that it has helped me to think twice before I act."

In answer to the question, "Do you copy in a book sentences or lines of poetry that you like from books that you are reading, and learn them by heart afterwards?" the same boy writes:

"I copy into a blank-book quotations from books and learn them afterwards. I have copied and learned quotations from Cæsar, 'Merchant of Venice,' 'Autocrat of the breakfast-table,' and 'House of seven gables.' I have also copied and learned Tennyson's 'Lotus-eaters,' Gray's 'Elegy,' Lincoln's speech at Gettysburg, and a part of Webster's speech in reply to Hayne."

Do such exercises tend to make children self-conscious, and can we depend upon the spontaneity of written replies? Everything depends on the person who conducts the exercise and on the question asked.

There are very few teachers whose own knowledge of books can be depended upon to draw out children into talking about them. I had tried in one schoolroom to make children understand the pleasure of finding out from one book something about a character who is mentioned in another, and when the letters came, every child in that room had given as a reason for knowing what book to read, "a book that there was something about in the

last book I read." Evidently the teacher had impressed on the children that that was what they ought to write. Teachers are not, as a rule, well-read.

This year I have not asked for letters, and did not let the children know that I was going to give my yearly talk. They took pencil and paper to the hall, and I asked the four upper grades to tell me something about a book, not a school duplicate, that they had read lately and somebody whom they liked in it, but not to say that anybody was "kind." Then I gave them the question from the March *St. Nicholas*, "If you were going to have a birthday party, what characters from books should you like best to invite?" Here are some of the lists, which show the same lack of proportion that we have found before and the influence of books lately read:

Benjamin Franklin, George Washington, Falconer, Crane in "David Harum," John Eliot, Shakespeare, Rafial, Evangeline, Tom Thayer, Sir Walter Scott.

Ellen Douglas, George Washington, Lady Rowena, Rebecca the Jewess, Malcolm Graeme, Janice Meredith, Julius Cæsar, Abraham Lincoln, The Douglas, Dorothy Arden.

Cæsar, King Alfred, Sitting Bull, Red Cloud, Washington, Dickens, Alexander, Daniel Boone, Plato, Socrates.

Washington, Shakespeare, King Alfred the Great, Jane Eyre, Stephen Brice, Portia, King Arthur, Joan of Arc, Ellen Terry, Ellen of Ellen's Isle.

Sir William Wallace, King Robert the Bruce, Mary Queen of Scots, Ellen Douglas, Beethoven, Jo March, Nigel Bruce, Lady Isoline, Rebecca, Pegasus.

Julius Cæsar, Antony, Marcus Brutus, Oliver Bright, Janice Meredith, Sitting Bull, Roderick Dhu, Grizzly, James Fitz James, Michel Angelo.

Cæsar, Garibaldi, Washington, Livingston, Roosevelt, Narian, Cronje, Hanna, Green, Jesse James, Frank James, Brutus, Cassius.

"The most valuable kind of comment undoubtedly is to be gathered from the off-hand statements of the boys and girls as they exchange their books or meet for informal book-talks at the library. There are great difficulties in the way of gathering a body of available material of this kind. While it is true that every children's librarian is constantly receiving communications from the children with re-

gard to the books they are reading, it would be exceedingly difficult and quite undesirable for her to transcribe their comments with the necessary data. If a child should see her writing down what he had said, or suspect that she meant to do so, she would lose his confidence forever. According to his nature he would either never volunteer another expression of pleasure or distaste, or he would make a sensational statement if possible in order to gain prominence in her eyes. Even if it were possible for the children's librarian to make these records of spontaneous comment it is probable that a very small proportion of them would justify publication. (That comment which fails to impress itself with sufficient clearness for her to write it from memory is not likely to be worth much, since it has not entered so actively into her day's experience as to have become a part of her resources.)

"Will such a list as this justify by its value the expenditure of time and labor involved in its compilation?

"Are we justified in going on with it, and what may we expect to get from it?"

A list of children's comments must be made slowly. At times I have thought that it would be impossible to get honest opinions enough for an annotated list, but in looking over my collection I find that I have more than I supposed.

Teachers often ask for lists in a perfunctory way, and care more about neat writing and correct spelling than about what impression a book has made on a child. I think that in another four years, with the help of some of our unsuccessful experiments, and with the aid of visitors in home libraries and children's librarians, we may get results that are worth having.

If every children's librarian would send us within the next six months from five to ten of the best and most natural expressions of opinion received from children, we could take the best of them and gradually, by eliminating the less striking, get a number large enough to be worth printing. It is to be desired that we have the opinions of more than one child to a book, the point of view of a boy and a girl if possible.

## REPORT OF THE A. L. A. PUBLISHING BOARD.

By W. I. FLETCHER, *Chairman*.

CHANGES in the personnel of the Publishing Board during the year covered by this report were as follows: the term of Melvil Dewey expired in 1901, and he was re-elected by the A. L. A. Executive Board for three years. Mr. George Iles resigned from the Board owing to the pressure of other engagements, and Mr. Charles C. Soule was chosen in his place. Mr. Soule was also made treasurer in place of Mr. E. H. Anderson who was appointed last year, but who resigned on account of the difficulty of attending to the business while located so far from the office of the Board. Miss Nina E. Browne, who faithfully served the Board for several years as assistant secretary, was this year appointed secretary, her office remaining at 104 Beacon Street in the building of the Boston Athenæum.

The work of the Board has gone forward steadily although less rapidly than we could wish. The following brief review of the progress of its various publications will serve to elucidate the financial account appended to this statement, and to show how extensive and important its work has become.

1. *Printed Cards for Books*. — The transfer, under promising conditions, of this undertaking to the Library of Congress relieves the Board of further effort in that direction and marks the happy ending of one chapter of its work.

2. *A. L. A. Index*. — The new edition of this book, in press at our last meeting, was issued in October. It is almost exactly double the size of the former edition and is correspondingly more useful, a necessary tool in every library.

3. *Guide to the Literature of American History*. — Owing to long delays connected with the completion of the editorial work, and particularly of the very elaborate and useful index, this book is but just off the press.

As was stated last year, our former associate, Mr. George Iles, has assumed the expense of

the preparation of this most important work, to the extent of ten thousand dollars, a most liberal endowment of historical research. The book has cost more than this, but it is expected that the sales will soon cover this additional cost.

4. *Guide to the Study and Use of Reference Books*, by Miss Alice B. Kroeger. — This book is all in type, and it was hoped that it might be actually published before this meeting. This will be found a most valuable, as it is the only, library help in connection with reference work.

5. *Library Tracts*. — One tract (no. 4) has been added to the series. It is on library buildings and rooms, and was prepared by Mr. Charles C. Soule. With the present great interest in the subject of library architecture, this tract should prove one of our most useful publications.

6. *Printed Cards for Periodicals* not covered by "Poole's index." — The issue of these cards has gone on steadily, the number of titles printed in 1901 being 2,849 as against 2,843 in 1900, and 2,916 in 1899. The estimated expense of \$75 per year for the entire set has not been exceeded nor quite equalled. As the advantages to the smaller libraries, or those having special collections, of subscribing for the needed portion of these cards come to be more recognized, the number of partial subscriptions has largely increased and is now fifty-one. As will be observed there is a small profit on these cards. A further increase in the number called for would permit a reduction in the price.

7. *Cards for "Miscellaneous Sets"*. — This has been a popular and successful feature of the Board's work. In 1901 cards were issued for six such sets: Old South Leaflets, National Museum Bulletin, Smithsonian Miscellaneous Collections and Contributions to Knowledge, U. S. Bureau of Education Circulars, and Massachusetts Historical Society Collections. The

demand for these cards is such that one set is already out of print, and the others nearly so. Three additional sets are already issued in 1902, and others will follow. Suggestions of additional sets which should be so indexed will be gratefully received. By arrangement with the Massachusetts Library Club and the Massachusetts State Library, a set of cards for the Massachusetts Public Documents was issued at the bare cost of the cards and printing, and the supply was at once exhausted.

Cards for the British Parliamentary Papers are in type and will be issued probably this month. They will be found very useful, even where, perhaps especially where, these Papers are not regularly received, as they will be a guide in the selection of such as may be wanted.

8. The Board has undertaken the issue of cards prepared by the Bibliographical Society of Chicago indexing the contents of the leading bibliographical publications (and the bibliographical contents of library periodicals). Subscriptions are being received for these cards, and may be made to cover all issued or such of them as refer to selected periodicals. Special attention is invited to this important undertaking.

9. *Portrait Index*. — This will be one of the Board's largest publications in book-form, probably exceeded only by the A. L. A. Index. The material required by the plan of the work is nearly all in hand, and the alphabetizing and digesting of this material is under way. This should prove one of the most useful of reference books.

10. *English History Cards*. — The issue of these cards, edited and annotated by Mr. W. D. Johnston of the Library of Congress, has been continued under somewhat adverse circumstances, which resulted in the delaying of the cards for the last publications of 1900 until May of this year. Those for books of 1901, it is hoped, will be issued relatively earlier, and probably in two portions instead of four. This publication still lacks sufficient support, while highly prized in a few libraries.

11. *Reading for the Young* has been al-

lowed to go out of print. The time has come when an entirely new work in this line should be prepared, and it is to be hoped that with the present development of children's librarianship, and the increasing demand for a good up-to-date guide to children's reading, such a work may soon be forthcoming.

12. *List of Subject Headings*. — This work is much in demand, and has for some time been more than self-supporting, so that its compiler has been receiving some slight return for his work, which, however, was freely rendered as a labor of love.

13. *List of Books for Girls and Women*,

14. *Bibliography of the Fine Arts and Music*. — These continue to have a slow sale, far from commensurate with their real value. The Board will apparently not be able for a long time to cancel its indebtedness to Mr. Iles for his financial support of these publications. It should be said that he asks for no payment except such as shall come from sales, the indebtedness to him thus constituting no charge on the assets or income of the Board except upon this one account.

15. *A. L. A. Catalog of 5,000 Volumes*. — Just as this report goes to press, we are advised of the recent action of the N. Y. State Library Association and State Library, by which the preparation of an entirely new edition of this book (the former edition being entirely out of print and also out of date) is assured in the near future; and that its publication under the auspices of either the Library of Congress or the U. S. Bureau of Education is also assured. Present plans look to the issue of printed catalog cards for this entire list by the Library of Congress at very low rates, so that new libraries using this list as a basis of purchase may secure the necessary catalog cards at once, at an expense much below that of cataloging in an inferior manner for themselves.

16. *Handbook of American Libraries*. — The Board has not received this work for publication as yet, but it is still in the hands of the committee charged with its preparation.

Attention is called to the financial statement appended hereto. It should be noted that the account is closed Jan. 1, 1902, and the apparently large balance on the debit side is accounted for almost wholly by one or two items like the amount due Houghton, Mifflin, & Co., which represents the entire cost of the new edition of the "A. L. A." index, the sales of which had but just begun. In another year this account will be nearly or quite balanced.

The payment of \$600 by the Trustees of the Endowment Fund toward the support of our

publications authorized by the A. L. A. Council was not actually made until after Jan. 1, 1902, though it properly should belong to the year 1901. This would have increased our cash balance as stated by this amount.

It remains true, as was said in last year's report, that the proper conduct and development of the work of the Publishing Board "requires a better financial condition than it yet has." One of the most important questions that can come before the Association is how to secure this.

## STATEMENT OF ACCOUNTS, JAN. 1 TO DEC. 31, 1901.

PUBLICATIONS.	Balances Jan. 1, 1901, being excess of expenditures over receipts to date.		Operations, Jan. 1 to Dec. 31, 1901.		Balances Dec. 31, 1901, being excess of expenditures over receipts to date.	
	Spent.	Received.	Expenses.	Receipts.	Spent.	Received.
A. L. A. Proceedings.....	.....	\$6.32	\$1.15	\$1.00	.....	\$6.17
Books for boys and girls .....	\$4.87	.....	.....	6.60	.....	1.73
Fine art bibliography .....	368.37	.....	.....	29.90	\$338.47	.....
French fiction .....	.....	29.15	.....	12.20	.....	41.35
Books for girls and women.....	.....	.....	14.82	14.82	.....	.....
Paper and ink .....	.....	.....	.....	.....	.....	.....
Reading for the young.....	370.19	.....	.....	10.53	359.66	.....
List of subject headings .....	.....	474.04	224.73	477.40	.....	726.81
A. L. A. index, 2d edition .....	467.84	.....	3245.83	1064.00	2649.67	.....
Portrait index, prelim. ex.....	1290.02	.....	60	.....	1290.62	.....
Current book cards.....	.....	608.60	631.73	551.68	.....	528.55
Bibliographical cards.....	.....	.....	3.75	.....	3.75	.....
English history cards.....	61.83	.....	68.00	115.50	14.33	.....
Periodical cards .....	.....	330.88	1522.23	1763.25	.....	571.90
Miscellaneous sets.....	.....	367.34	985.52	956.00	.....	337.88
Mass. Pub. Doc. cards.....	.....	.....	25.45	.....	25.45	.....
Larned Guide.....	.....	.....	457.58	457.58	.....	.....
Library tracts.....	83.95	.....	.....	17.00	66.95	.....
Totals.....	\$2647.07	\$1816.33	\$7181.39	\$5477.52	\$4748.90	\$2214.39
General Balance.....	.....	830.74	.....	1703.87	.....	2534.51
	\$2647.07	\$2647.07	\$7181.39	\$7181.39	\$4748.90	\$4748.90

OTHER ACCOUNTS.	Balance Jan. 1, 1901.		Operations of 1901.		Balance Dec. 31, 1901.	
	Dr.	Cr.	Dr.	Cr.	Dr.	Cr.
General expense and income account.....	.....	\$1617.08	\$580.01	\$9.90	.....	\$1046.97
Old members accounts .....	.....	46.41	6.32	.....	.....	40.09
Charges unpaid .....	.....	241.69	.....	83.19	.....	83.19
Cash balance.....	\$823.64	.....	4705.09	5331.81	\$196.92	.....
Library Bureau account .....	.....	369.52	1973.74	2028.44	.....	424.22
Due to the Publishing Board on bills, etc.....	636.82	.....	.....	.....	867.28	.....
Houghton, Mifflin, & Co. account.....	.....	16.50	1264.55	3252.39	.....	2004.34
Totals .....	\$1460.46	\$2291.20	.....	.....	\$1064.30	\$3598.81
Balances .....	830.74	.....	.....	.....	2534.51	.....
	\$2291.20	\$2291.20	.....	.....	\$3598.81	\$3598.81

## REPORT OF THE COMMITTEE ON LIBRARY ADMINISTRATION.

BY HILLER C. WELLMAN; W. R. EASTMAN; N. D. C. HODGES.

THE subject of Library Administration is so broad that the committee has been in doubt as to the scope of its work. Any comprehensive treatment would mean a large volume. The committee determined, therefore, to give consideration to a few definite subjects and especially to recent developments.

## COST OF CATALOGUING, ETC.

Considerable time was spent in drawing up tables of statistics, with a view to getting accurate figures on the cost of getting a book on to the shelves of a library. The attempt had to be abandoned. Dr. Steiner in his interesting paper on the subject could make only a vague guess as to the cost in his own library; and owing to the overlapping of the work of different departments and the absence of suitable statistics, it seems hardly feasible to get an accurate estimate of this item of expense.

A rough idea may be gained by examining the cost of recataloguing various libraries where outside assistance has been employed, which shows usually a cost varying from 10 cents to 20 cents per volume. This figure includes a shelf-list, but does not include the cost of ordering and accessioning. It does include, however, the time spent in hunting up and extracting old cards from the catalogue, and in erasing old numbers on the book-plates.

One figure given to the committee showed a cost of cataloguing amounting to only six cents per volume.

In another case an experienced library organizer states, "With such local help as I can train and manage I can handle 1,000 books in a month for a small public library in a fairly satisfactory way." Allowing a hundred dollars per month for salaries, the cost, exclusive of supplies, ordering, and shelf-list, would be 10 cents per volume.

At Brookline, Mass., an expert classifier and one or two assistants have been employed for a year in reclassifying the library on the decimal system. A highly-paid classifier was se-

cured so as to ensure the best possible work. A new shelf-list has been made and the catalogue and catalogue cards have been thoroughly revised, many of the cards being newly typewritten. The cataloguing is rather elaborate with many analytical cards. During the year 7,347 volumes have been reclassified and the service cost \$1,384.60; that is, 18 $\frac{3}{8}$  cents per volume. It is the opinion of the classifier and also of the librarian that the time consumed in looking for books temporarily out of place, in searching for cards in the old catalogue, — especially when the previous cataloguing was erratic, — in erasing numbers, in cancelling entries on the old shelf-list, and in making over imperfect cards, has made the work certainly as great and perhaps greater than it would have been if the books had been ordered and set up anew. If it had been possible, it would perhaps have been an economy to recatalogue the books entirely anew, and throw away the old cards bodily, rather than to pull out each set of cards and attempt to make them over. The cost of supplies hardly exceeds 1 $\frac{1}{4}$  cents per volume, so that 20 cents per volume is a generous estimate of the cost of putting non-fiction on the shelves of that library of 60,000 volumes. For fiction, of course, the cost would be very much less, probably under 10 cents per volume.

On the whole, it is safe to say that for the ordinary public library of 50,000 volumes the entire cost of getting a book from the dealer to the shelves, omitting only the cost of selecting the books to be purchased, ranges from 10 cents to 25 cents per volume. This cost is likely to be materially reduced by the use of the printed catalogue cards issued by the Library of Congress, a report of which follows.

## PRINTED CATALOGUE CARDS ISSUED BY THE LIBRARY OF CONGRESS.

Through courtesy of the Librarian of Congress a joint circular was sent out containing requests for information regarding the improve-

ment in the distribution or in the form or contents of the printed catalogue cards issued by the Library of Congress, and also certain questions regarding their use for the enlightenment of the committee.

About 110 replies were received, but only 70 of these were from libraries where sufficient cards had been used to make the answers of value. Of these, 36 used the cards for maintaining one card; catalogue only, while 31 ordered duplicate sets to provide for two or more catalogues, in two cases the number of catalogues being 14 and 19 respectively. Fourteen libraries used the cards also for shelf-lists.

In five libraries it was thought no saving of time had been effected, but in 60 libraries a marked saving of time was observed. In most cases this saving was estimated, although in one or two cases a similar result was reached by actual account of the time consumed for special lots of books in ordering, checking, sorting, and marking the cards, handling the books, etc. The estimated saving ranged in amount from ten to seventy-five per cent., and the majority were of the opinion that from one-third to one-half of the time of the cataloguer was saved. A further economy in some instances resulted from the employment of cheaper labor for the mechanical work of ordering the cards.

There was pretty general agreement that the stock of the printed card is not at present quite equal to the standard Library Bureau stock, a fact especially shown when erasures are necessary; but there was still greater agreement as to the excellence of the cataloguing. The replies clearly demonstrated the fact that cards for current copyrighted books are received with great promptness, nine-tenths of them, perhaps more, within a week of ordering, when the library is not too distant from Washington; and in general the same is true of current non-copyright or foreign books when the cards are ordered from the proofs. But delays are considerable and the proportion of cards not supplied is large, when the cards for foreign books are ordered without first ascertaining that the book has been received by the Library of Congress.

When the cards can be sent for at the same time that the book is ordered, they are fre-

quently received before the book. When they are ordered after the book has been received, in most libraries it is found feasible to place the books in circulation at once without waiting for the cards, by keeping a record on a memorandum slip, which sometimes serves afterward as copy for the printed bulletin of accessions. In large libraries, where more elaborate record is needed, a temporary author-card is inserted in the catalogue; and in small libraries simply checking the receipt of the cards against the title in the accession book is sufficient to ensure that no book slip through without being catalogued.

From these facts your committee conclude, that by ordering printed catalogue cards from the Library of Congress for all current, copyrighted books (a class comprising most of the accessions of the ordinary American library), and by ordering cards for other books so far as proofs are available to show that they have been catalogued, it is now possible for public libraries to secure promptly printed catalogue cards, not only more legible than manuscript cards, but vastly superior in fulness and accuracy to the cataloguing of the average library, and at the same time costing less than the ordinary manuscript cataloguing.

The advantage seems so great that minor differences in the form of entry, etc., should not be allowed to stand in the way.\*

Besides use in the catalogue, these printed cards are now or may be employed in the following ways: for a card shelf-list, for a chronological or accession list, for duplicate catalogues especially at branches, for special catalogues or card bibliographies, for copy for the printed bulletin, for exhibiting accessions on the bulletin boards, for notices to persons interested of the receipt of special books, for bulletins of accessions in schools or branches, possibly for charging records, and — when selected cards are received without order — as suggestions for purchases. Doubtless with the present ability to procure these cards at small cost, other important uses for them will soon be found.

We regard this co-operative cataloguing, made

\*In the opinion of the chairman, a library formerly using a card which varies as much as half an inch in length from the printed cards can advantageously use the latter by cutting them to the proper height.

possible by the use of the Library of Congress printed cards, as the most important development in library administration in recent years, and unhesitatingly recommend its advantages to libraries which have not yet profited by them.

#### CO-OPERATIVE LISTS, ETC.

A useful series of brief co-operative lists for free distribution among the patrons of a library has been issued by the New York Library Association. The subjects covered thus far are "The United States and its government," "Debating," "Botany," "Gardens and gardening," "Books that most men like," and "Stories of delicate workmanship." These lists are without library numbers and each contains a dozen or more titles of books in most libraries. By purchasing them from Mrs. H. L. Elmendorf, of Buffalo, a library is able to distribute among its patrons these attractive little bibliographies or bulletins at the extremely moderate outlay of fifteen cents per hundred.

Another co-operative enterprise of great value is the list of fiction for children in preparation by the Children's Librarians' Section of the A. L. A. This list is to be longer than the New York lists, and will eventually include non-fiction, and will be a catalogue or finding-list of children's books. A simple form of numbering is to be used, and by making the numbering of the children's books conform, it should be possible for libraries of the smallest means to procure and retail to their juvenile readers for an almost nominal sum the best catalogue of children's books that can be devised by the combined efforts of the leading children's librarians in the country.

Other publications to be recorded are, a graded catalogue of books for school children issued by the Buffalo Public Library, 30 cents; a list of the first 1,000 volumes for a public library, issued by the New Jersey commission as an appendix to their second report; the edition of 1902 of a "Suggestive list of books for a small library" recommended by the state commissions of Wisconsin, Minnesota, Iowa, Nebraska, Idaho, and Delaware; and the handbook of library organization issued by the Minnesota library commission in co-operation with the Commissions of Iowa and Wisconsin.

#### HOME DELIVERY.

Delivery of books at the houses of readers is a new feature tried by a few libraries. The committee has received reports on the subject from Milton, Somerville, and Springfield, Mass.

In Springfield Mr. Dana made the experiment of sending in April, 1901, 1,200 circulars, offering to deliver books at the door to all cardholders in a household once a week for ten weeks, upon payment of five cents per week—not per volume delivered, nor per individual, but five cents per *household*.

A hundred and twenty households, representing an average of three borrowers each, paid for the delivery, and about 222 volumes were issued weekly. Nearly 50 per cent. of the subscribers were not previously users of the library. The receipts were \$6 per week, and the cost to the library for horse-hire and the services of a high-school boy, etc., amounted to nearly \$10 per week.

The next autumn a thousand circulars were sent out, offering to continue the home delivery at the rate of 8½ cents per week. Less than sixty households subscribed, and the number decreased by May 1, 1902, to thirty-two. The receipts the past year, therefore, have ranged from a maximum of \$4.80 to a minimum of \$2.56 per week, and the cost has averaged from \$3.75 to \$4 weekly, including \$2 per week for horse hire.

This latter figure represents the cost of the delivery proper, and does not include the expense of sending circulars and lists of books, or of looking up and charging the books.

The percentage of fiction issued in this way has been somewhat higher than that at the library. The most frequent complaint was caused by the failure to get the book desired, especially the new novel. Generally, when unable to fill an application, the library chose a volume as a substitute, and many readers left to the library the selection of books to be sent. This gives the library a valued opportunity to distribute good literature, but the reader is not always satisfied, and the labor involved is a very considerable item.

In Somerville Mr. Foss began last October a system of home delivery, conducted by school boys, usually twice a week. Each boy has assigned to him a district containing about



3,000 inhabitants, and this he is expected to canvass thoroughly, and to deliver and collect books at two cents per volume the round trip. This fee he pockets for his labor, and a good boy should earn about \$1.50 per week.

Thus the library is not involved in the scheme financially, but must devote much time to organizing and supervising arrangements and to selecting and managing the boys.

Between two and three hundred volumes are delivered weekly, and the character of the literature is about the same as that issued at the library.

In Milton Miss Forrest began, Jan. 1, 1902, a system of home delivery covering sections of the town remote from the library, which is paid for by the library without any charge to the borrower. A man is hired to "make the delivery on Thursday of each week, for \$5 a delivery, with the understanding that the price is to remain the same, should the number of books to be delivered increase."

The messenger serves about eight hours per week, and, of course, distributes call slips, bulletins, fine notices, etc. The delivery has increased from 23 to 80 volumes per week, making the cost now about seven cents per volume, and fiction is only 62 per cent. of the issue. The home delivery, Miss Forrest states, "has increased the circulation and the number of card-holders, and has reached many residents of the town who have never before used the library."

These are the facts so far as ascertained. Your committee is unwilling yet to pronounce an opinion, but thinks the Association should give careful consideration to the matter, with a view to weighing the *pros* and *cons* and determining whether the advantages of greater convenience to readers and of interesting persons not previously using the library, outweigh the disadvantage of losing the benefits derived by the reader from visiting the library itself.

#### LIBRARY INSTITUTES.

In library work it is of the first importance to provide capable and earnest librarians. The training schools and the great annual library meetings, supplemented by state associations and local clubs, are doing essential work, but the library movement outruns any and all of

these influences. Small libraries are multiplying more rapidly than trained librarians can be secured, and with resources far too slender to afford trained service. Not one library in ten, in many states not one in twenty, is directly reached by the most enthusiastic or most instructive gathering at state or national library meetings, or by any of our library schools or training classes. Every state commission feels the necessity of going out personally to talk with trustees and librarians about the most elementary and practical things.

From the first it has been a feature of the Wisconsin work that those in charge of traveling libraries in given districts have been called together to talk with the librarian of the commission and to compare notes. In Western Massachusetts meetings of librarians, trustees, and townsfolk have been held at various points to learn from the experience of representatives of larger institutions who went expressly to visit them. Similar work is doubtless done in many of the states. A systematic effort of this kind is reported this year from New York.

Under the direction of a special committee of the New York Library Association a series of institutes was held with the distinct purpose of improving library methods. The state was divided into eleven districts. In three of these where there were local library clubs the work was commended to their attention. For each of the other eight districts a local secretary was appointed, furnished with a list of libraries, and requested to put himself at once in communication with them, and take steps to awaken an interest in their coming together. Dates in April and May were assigned for meetings and a general program prepared, covering three sessions of two to three hours each.

The subjects chosen presented in miniature a somewhat complete course in library economy. An evening of popular addresses to the public was also part of the plan, and in three cases these were supplemented by a lantern exhibition of library building plans.

For each institute a conductor was appointed who called in such help as was available and was responsible for details. The first institute opened April 15, the eighth meeting closed May 10. Three meetings were held the first

week, two in the second week, and three in the last week.

The interest shown was on the whole extremely gratifying. Numbers at the instructional sessions ranged from 22 to 75; at the popular sessions from 25 to 200. The number of libraries represented was from 8 to 18. At the largest gatherings special efforts had been made to interest the women's clubs.

The topics were presented in their very simplest terms and familiarly discussed. Where numbers were small the result was probably more valuable on that account to those present. The plan was considered a success in bringing together librarians of experience and those who lacked in this respect. The one hundred and ten libraries reached were only one in six of those invited, which fact offers a wide field for future effort in the same direction.

The cost of such meetings and of the organization required to maintain them presents a difficulty. In this case the expense was practically shared by the state association, the state library, and several private individuals who gave their services and paid their own bills. For many reasons it would be desirable for the state to be wholly responsible for work like this as it is for similar work with teachers.

Whether conducted by state, club, or individual effort, your committee commends this form of activity to all who have at heart efficient administration in the smallest libraries.

#### STUDENT HELP.

In a library staff where there may be from ten to a hundred or more members, it is certain that the work is not all of the same grade, and does not all of it require special library training. The question is whether for minor positions it is desirable to employ boy and girl students from high schools and local colleges.

With reference to pages, every librarian knows that there is no future in a library for the boy of fourteen who leaves school to accept a position as page. The boy is tempted by the pay, but after being in the library three or four years he has received little training which is of advantage in the business world. Some librarians report that their pages secure good positions in offices and factories, but the majority would consider it an injury to a boy of limited

education to tempt him into a library as a page.

The libraries which report favorably on student help are: the Detroit Public Library, where school boys have been employed as pages; the Cleveland Public, where student help both from colleges and high school has been employed for evening assignments, dinner hours, and half-holidays; the John Crerar Library, for evening service only; the Chicago Public, which is now working under civil service rules, which prohibits any preference being given to special classes of applicants, but formerly got satisfactory results from student helpers "who, as a rule, are bright and good workers;" the Providence (R.I.) Public, which employs students from Brown University as clerks during the evening and pupils from the high schools as pages—"These have frequently been students of much force of character (who, perhaps, otherwise would not have undertaken anything so laborious) and we have profited from their characteristic ability;" the Salem, Mass., Public Library, where high school boys have been employed; the Case Library, at Cleveland, with a limited experience of two instances only; the Boston Athenæum, which has employed college students for Sunday duty "very successfully in our particular case." Mr. Bolton remarks: "This is a serious problem, but I fear there is no solution unless the boys will study, — few will;" the Amherst College Library, which has employed Amherst students; the Boston Public, where student help has been used for Sunday and evening service and for extra work on Saturdays, — Mr. Whitney states that the results have been very favorable; the Minneapolis Public Library, — Dr. Hosmer reports: "We have had excellent service from university and high school students and see no reason against employing them;" the Lowell, Mass., Public Library and the Brooklyn Library, where they have just begun to engage high school boys "for evening work and find them much better than ordinary pages — more intelligent and more interested;" and, finally, the Worcester, Mass., Public — Mr. Green emphatically states that, in view of their experience, he looks very favorably on the employment of school boys

and girls and college students, as the library offers no future for employees of limited education.

On the other hand, Dr. Canfield, of the Columbia University Library, writes: "I have used what is called 'student help' by the hour in several institutions before coming here—both in the library and elsewhere—and have always found it the most expensive and least effective service that could be secured," and adds that it is not possible to offer a fairly well-educated, bright, ambitious boy sufficient inducement to remain in the library. It is generally true that "as soon as we have a boy thoroughly well trained as a page, some downtown office gathers him in and we are obliged to begin over again." Miss Lord, of Bryn Mawr College Library, gives it as her experience that "such amateur work is not of sufficient money value to the college to pay the students enough to amount to real help; he or she had better borrow the same amount of money and finish in a shorter time, and the library had much better get assistants giving their time and undivided interest to its work;" Mr. Collins, the reference librarian at Princeton, is also inclined to the belief that college students ought to be able to get more remunerative side jobs. Mr. Anderson, of the Carnegie Library at Pittsburgh, reports that they have tried student help, but do not approve of it. Mr. Crunden, of St. Louis, states that formerly student help was used in St. Louis, but he does not believe it a good policy; most of the boys drop out after two or three years and seek positions elsewhere. An effort is made to stimulate the boys to study and the reading of good books.

In view of the above testimony, and notwithstanding some adverse criticism, it is the opinion of your committee that in many instances by employing college students for special work, intelligent and cultured service can be secured at a low cost; and that in gen-

eral by hiring high school students by the hour to serve as pages and in other minor positions, a more intelligent worker can be retained at less cost, and without cumbering the staff with permanent employees who as their time of service lengthens will naturally clamor for advancement to positions for which lack of general education renders them unfit.

#### RENEWAL BY TELEPHONE.

The question of allowing renewal by telephone has been discussed at some length in the library periodicals. Your committee simply call attention to the purpose of requiring a renewal, which is to force the borrower to take a certain amount of trouble in order to retain a book after it is due, this with a view to ensuring its being returned and made available for other readers unless the first reader really desires to use it, in which case he will take the necessary pains to have the time extended. Your committee are not certain that the interests of the public are benefited more by the convenience of using the telephone in cases of legitimate renewal than they are harmed by its abuse in cases where the borrower merely wishes to avoid the trouble of returning on time a book which he has finished reading; and we suggest this question for discussion.

#### FINES.

Many of the poorer patrons of a library, especially children, are debarred from using it because of having incurred small fines which they are really unable to pay. A two-cent fine often deprives such persons of the privilege of ever again drawing books. We repeat the suggestion, which has been made before, that for young children at least, an alternate penalty be fixed, so that deprivation of library privileges for a certain period may be considered as equivalent to the payment of a small fine, and thus readers may not be driven permanently from the library's influence.

## REPORT OF COMMITTEE ON PUBLIC DOCUMENTS.

BY ROLAND P. FALKNER, *Chairman.*

YOUR Committee on Public Documents desires, before presenting its report, to express its regret at the retirement of its former chairman, Mr. R. R. Bowker, and to bear testimony to the efficiency of his long continued service. He has taken an active interest in the work of legislation. During his connection with the committee some of the most glaring defects in the system of printing and distributing the public documents of the United States have been removed, and to this result his efforts have contributed in no mean degree. His successor knows no better program for the work of the committee than to follow the course marked out by Mr. Bowker.

## LEGISLATION.

No legislation affecting the public documents has been accomplished by the present Congress. Two measures of interest to librarians are before it. One authorizes the Superintendent of Documents to distribute to libraries the first editions of the Nautical Almanac and American Ephemeris instead of the second editions as heretofore.\* A second measure is of wider interest. A bill, Senate 4261, providing in substance that the publications of the executive offices shall be issued to libraries as soon as they are printed, has passed the Senate and is now in the possession of the Committee on Printing of the House of Representatives. The text of the bill is appended to this report. It provides no general amendment of the existing laws, but contains a few simple provisions of especial interest to libraries. Besides the features already noted, it increases the number of volumes at the disposal of the Superintendent of Documents for distribution to 600. At the present time the law does not give him a sufficient number to meet the demand were all possible depositories actually designated.

This Association has placed itself on record over and over again in favor of a more expeditious

delivery of public documents to depositories. The Superintendent of Documents has kindly furnished tables showing the date of delivery to libraries of some of the more important annual publications. These have been selected because the offices in question are generally prompt in issuing their reports. Assuming that the cloth-bound issues are ready January 1 of the year following the close of the fiscal year, the following table shows the approximate delay in distributing them to depositories:

TABLE SHOWING APPROXIMATE DELAY IN MONTHS IN DISTRIBUTING CERTAIN REPORTS.

	Finance.	Navigation.	Ind. Affairs.	General Land Office.	Navy Dept.	Post Office.	Average.
1890	48	..	44	40	43	75	39
1891	37	..	34	32	31	45	35
1892	44	..	35	31	31	31	36
1893	25	..	36	25	26	26	26
1894	15	..	14	15	13	14	14
1895	22	25	25	25	24	24	24
1896	35	36	27	29	36	20	34
1897	25	33	24	24	25	24	26
1898	13	25	23	27	12	23	21
1899	15	16	15	15	15	16	15
1900	13	26	..	13	15	13	14

It shows that from a period of three to four years the interval between printing and distribution has been reduced to a little over a year. This probably represents the maximum which can be obtained under the present law, and the zeal and energy of the Superintendent can accomplish nothing further in this direction without modification of the law. Even at the present time the date which intervenes between the first publication of the regular reports and the issue of the same in the sheep-bound form to libraries is considerable and vexatious. To eliminate this delay is an object much to be desired. Not only will it obviate the necessity of securing, in the case of the larger libraries, duplicate copies of these volumes, but it will probably secure to these libraries the receipt of the cloth-bound issues at an earlier date than

\* Since the preparation of this report the resolution in question has been passed. — R. P. F.

they would be obtained through private correspondence.

As respects the scope of the act it suffices to say that it does not apply to publications prepared by Congress only, and would, therefore, have no reference to the House and Senate reports. The Senate documents of the 56th Congress, second session, comprise 34 volumes, of which 15 would not have been affected by such a law, giving an immediate distribution of 19 volumes. The House documents numbered 137 volumes and of these 17 volumes only have been undisturbed by such a law, giving an immediate distribution of 120 volumes. This would have left for distribution in the document form 43 volumes (including the reports) instead of 182 as the matter actually stood.

As the passage of the bill described would remove the most serious inconvenience in the present method of distributing documents, your committee presents a resolution expressing the approval of the Association of this measure.

There are, of course, a few other matters connected with the federal documents which might appropriately be the subject of suggestion or recommendation on the part of the Association.

1. All who have occasion to use those volumes of documents which contain a large number of separate issues have appreciated the difficulty in finding such as are desired. A return to the old method of printing the document number on each page of the document would avoid this inconvenience.

2. Beginning with the 3d session of the 53d Congress the bound volumes of the *Congressional Record* issued to depository libraries have borne no indication of the dates covered by each volume. The inconvenience which results from this omission, since a majority of references in the Record are by date and not by volume or Congress, has been felt by librarians generally. Here, again, a return to the old method of lettering the backs of the volumes would be desirable.

3. The inadequacy of the indexing of the *Congressional Record* is a source of constant trial to those who have to use it. The index at present is purely a title index, and in no

sense of the word a subject index. In view of the wide latitude permitted for debate on certain measures, such as appropriation bills, it frequently happens that the most important speeches are indexed under titles which give absolutely no clue to their contents. A single illustration from the present session of Congress will suffice. Before the introduction of the Cuban reciprocity bill there had been no less than five speeches dealing with the relations of the United States with Cuba. The indexes to the *Congressional Record* do not, however, enable the searcher to discover the fact. It would be to the advantage of all concerned if the indexes at least to the bound volumes were made much fuller, and while preserving the excellent features of the present index should add the subject feature also. The additional cost of such work would be amply repaid by the benefit derived.

It has been deemed proper by your committee to make these matters the subjects of appropriate resolutions.

#### PUBLICATIONS.

The year past has been particularly rich in publications concerning the federal documents. The Superintendent of Documents has issued the document index for the 56th Congress, 1st session, and also for the 56th Congress, 2d session. The latter has not yet been distributed in the sheep-bound edition. If the law already noted were in force this document would already be in the libraries and the documents of the 56th Congress, 2d session, would not lack a key.

A comprehensive catalogue for the 55th Congress has also been issued. The advantage of having all the matter pertaining to different sessions of the same Congress in one volume is plainly shown by an examination of the present issue.

The most noteworthy achievement of the year has been the publication of the tables and index of the Congressional documents from the 15th Congress, 1817-18, to the close of the 52d Congress, March 3, 1893. This work repeats substantially (with 24 exceptions only) the serial numbers given in the earlier check list of the office, with fuller bibliographical notes respecting the contents of the several

volumes, noting especially irregularities in numbering and omissions. The second part of the work is an index to the more important documents included in the sets. It is an index of titles, and certain of the more frequently recurring items of personal or temporary interest have been omitted. In a work of this magnitude one is tempted to utter a wish that even more might have been omitted. A complete index by subjects would be, however, too great a task to be undertaken. In a notice of the work in the *Library Journal*, the reviewer states that one of the documents here represented by single entry requires in an analytical treatment over 150 entries, and this gives an inkling of what would be necessary in a complete analysis of the volumes.

This volume, the most valuable key to the public documents of the United States which has thus far been printed, is one of a series in preparation in the office of the Superintendent of Documents. Of the remaining volumes, one will include the Congressional documents before the 15th Congress, the other the Department documents. When this work, already far advanced, shall have been completed, we shall have with the comprehensive catalogues a complete key to all of the documents issued by the United States government so far as the office of the Superintendent of Documents has been able to discover them.

The office of the Superintendent of Documents has also prepared for the Committee on Naval Affairs of the House of Representatives, a list by years of the speeches, reports, and public documents relating to the navy of the United States from 1880 to 1901, intended as a documentary history of the new navy. It has also begun the publication of price lists on special subjects which are not comprehensive bibliographies, as they give only those books which are in his office for sale, but are still useful guides of the subjects of which they treat. A list on irrigation and another on labor, industries, trusts, and immigration have already been issued; one relating to inter-oceanic canals, ship subsidy, commerce and transportation, Pacific railroads, and statistics will shortly be issued.

General Greely's list of the public documents, 1st to 14th Congress, has also been published

since the last report of this committee. This list divides the documents into four classes—Senate documents and reports, House documents and reports, and gives a chronological list of each class. Notes also indicate the libraries in which the documents can be found.

In certain directions, aids in the use of the government documents can be found in other publications issued during the year. A serial finding list, Senate Document 238, 56th Congress, 2d session, by Mr. J. M. Baker, assistant librarian of the Senate library, contains a record of the places in the sheep-bound volumes of most of the important serial publications, which will be very useful for libraries which are unable to have special sets of reports or whose sheep-bound volumes do not bear the serial number. Bulletin 177, of the United States Geological Survey, is a catalogue and index of the publications of the Survey from 1880 to 1901. Bulletin 51 of the United States National Museum is a check-list and index of the publications of that office. Useful bibliographies of special subjects are found in some of the recent publications of the Library of Congress. A list of books on trusts notes the articles in the consular reports dealing with this subject. Lists upon irrigation and reciprocity note all of the documents upon these subjects, while a second edition on mercantile subsidies will contain references to all documents bearing upon shipping and mail contracts.

#### STATE DOCUMENTS.

As the National Association of State Librarians will present a report upon the binding and distribution of the state documents, your committee must refrain from discussing what is desirable in legislation or noting a number of valuable suggestions received from a number of state librarians and confine itself to stating what has been accomplished since its last report was presented. Inquiries addressed to the state librarians have elicited replies from all but twelve and it is probable that these had nothing of interest to report to the Association.

Since the last report of this committee the state of Alabama has established a Department of Archives and History which unites some of

the functions of the state library and a state historical association. Connecticut has authorized the state comptroller to print 375 additional copies of state reports, to furnish to the state librarian a sufficient number for exchange purposes, and to distribute the remainder to such public libraries in the state as may apply for them. Iowa has increased the number of documents printed and placed 500 copies at the disposal of the state library commission. It has also provided more generous editions of some of the special reports. Rhode Island in 1901 created the office of state librarian, and in the present year has authorized that officer to exchange publications with nations, states and municipalities, and to make requisition upon state officers for the documents required for this purpose. South Dakota (March 9, 1901) in its general printing law provides that the secretary of state shall distribute journals, public documents, and statutes to each state and territorial library, and to the Library of Congress. Washington by law of March 6, 1901, provides that the reports of state officials shall be bound in collected form as public documents, assigns a certain number to the state library and to the educational institutions of the state, and furnishes 50 copies to the state library commission for exchange with other states. California and Montana report that the next legislature will be asked to provide a suitable exchange system.

#### BIBLIOGRAPHY.

During the past year the principal publications of bibliographic interest relate to Kansas. The State Library has issued a catalogue of its Law Library, and the State Historical Society has issued a list of the Kansas state and territorial documents in its library. The somewhat earlier publications of the Illinois State Historical Library, its catalogue of 1900 and its publication No. 3, "Territorial records of Illinois, 1809-1811," have not been previously noted in these reports. The check lists in the reports of the State Librarian of Pennsylvania for 1900 and 1901, and of New Jersey for 1900, have also escaped attention. Important bibliographic work is in progress in some of the state libraries. Wisconsin is preparing an index to its

public documents. Indiana has classified and catalogued all the state documents in the library, and proposes to print these catalogues in the forthcoming report of the library. The New York State Library has almost completed an index of New York Senate and Assembly documents, which they hope to publish soon, probably within the next year. To render more available the material contained in the governors' messages of the various states, it has analyzed and classified messages of 1902 so that the recommendations on any particular subject may be consulted easily. In the fall it will publish a brief topical digest of these messages.

During 1901 more than 40 new state boards and offices were created. A number of old boards were reorganized under new names and several were abolished. Besides these, various new state institutions were created. These numerous creations, changes of name, and consolidations make the task of the librarian who attempts to keep a complete file of state documents extremely difficult. The "Annual summary and index of state legislation" will be altered to show in concise form the annual changes in state boards and officers.

The reports of special investigating commissions are usually the most valuable and most difficult to obtain of the state documents. After two or three years it is almost impossible to secure one of these special reports. To enable librarians to better keep track of them as they are issued, it is proposed to include in the summary and index of legislation a list of special investigations ordered each year.

#### ARCHIVES.

Considerable progress is being made in preserving and making available the early archives of the various states. Connecticut has made provision for editing and printing the state archives from 1780-1788. In the Virginia State Library there is a large collection of valuable unpublished manuscripts which is now being arranged and catalogued. The librarian expresses the hope that before long at least the more important material may be published. In the last report of the American Historical Association Professor Osgood has published an important report on the archives of New York

state. The publication by Mr. Ford, of the Massachusetts House Journal of 1715, is another evidence of the same interest.

The committee notes with pleasure the appearance of the first part of Miss Hasse's book upon the cataloguing of public documents, which will undoubtedly increase the interest in public documents in the libraries generally. The inclusion of a course in the care and treatment of public documents in the summer course of the Wisconsin Library Commission is further evidence of a gratifying increase of interest in documents.

In conclusion your committee desires to submit the following resolutions:

*Resolved*, That the American Library Association respectfully urge upon the House of Representatives the early consideration and passage of Senate Bill 4261 relating to the distribution of public documents. The libraries of the country are vitally interested in the success of this measure which would greatly increase the use of the official publications of the United States in libraries, and enable them to give a more efficient public service.

*Resolved*, That the president of this Association be authorized to communicate with the Public Printer and the Joint Committee on Printing of Congress, calling attention to the desirability of a return to old customs in the issue of public documents respecting

1. The printing of document number on every page of numbered documents.

2. The lettering of the bound volumes of the *Congressional Record* in such manner as to show the dates covered by the contents of the same.

*Resolved*, That the president of this Association be authorized to communicate with the Joint Committee on Printing of Congress, urging a more copious Index to the *Congressional Record*. Without omitting any features of the present Index, this Association deems it highly desirable that the scope of the Index be so enlarged as to include references to the subject of debates, in addition to the record of bills, resolutions, and other formal titles under which debate arises.

The bill (S. 4261) for a better distribution of documents to libraries, previously referred to, is as follows:

#### A BILL

*To provide for printing, and binding in cloth, additional copies of the first edition of government documents and publications for distribution to the designated depository libraries in lieu of the sheep-bound copies of the document edition, so called, now supplied to said libraries.*

*Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled*, That whenever any annual report, serial, periodical, or miscellaneous publication of an executive department, bureau, board, commission, or office of the government shall be ordered printed upon the requisition of the head thereof, or upon the order of Congress or either House thereof, the public printer shall print six hundred copies in addition to the number named in the requisition or order of Congress, unless previously ordered, to be known as the "library edition," for distribution by the superintendent of documents to state and territorial libraries and designated depositories; *provided*, that this Act shall not apply to confidential matter, blank forms, or circular letters.

SECTION 2. That Congressional numbers shall not be printed upon any of the documents or reports provided for distribution to state and territorial libraries and designated depositories under the provisions of section one of this Act.

SECT. 3. That in binding the library edition the best grades of cloth shall be used, and the public printer shall, as far as practicable, assign a distinctive color to the binding of the publications of each department and office, and when a color has been assigned the same shall not be changed; and, to insure prompt delivery, the public printer shall give precedence in binding to documents intended for distribution to libraries and depositories.

SECT. 4. That whenever any printing shall be done upon the order of Congress or either House thereof, or upon the requisition of the head of an executive department, bureau, board, commission, office, or Congressional committee, except matter marked confidential, blank forms, and circular letters, two copies shall be sent, as soon as printed, by the public printer, if printed at the Government Printing Office or any branch thereof, or by the head of the office upon whose order the same was printed if printed elsewhere, to the superintendent of documents for entry in the monthly catalogue; and whenever the injunction of secrecy has been removed from any document printed as confidential, two copies of the same shall be sent by the proper official to the superintendent of documents.

SECT. 5. That beginning with the first session of the Fifty-eighth Congress, the public printer shall deliver to the superintendent of documents for distribution to state and territorial libraries and designated depositories, bound, of House documents and reports and of Senate documents and reports, except those included in the library edition, each six hundred copies.

SECT. 6. That all laws in conflict with the provisions of this Act are hereby repealed.



REPORT ON GIFTS AND BEQUESTS TO AMERICAN LIBRARIES, 1901-1902.

BY GEORGE WATSON COLE.

THE period covered by this report is from July 1, 1901, to June 1, 1902, or eleven months. As a rule it includes single gifts of \$500 or more in money, as well as those of 250 volumes and over. Other noteworthy gifts, not strictly falling within these limits, have been included, together with some that have hitherto escaped notice in these reports.

The total number here recorded is 721, representing a money value of \$11,974,298.54, of which \$2,705,247.91 was donated for endowments, running expenses, etc., and the remaining \$9,269,050.63 for the erection of library buildings, sites, etc. Of this latter amount \$7,604,000 was contributed by Andrew Carnegie to 234 libraries, 214 of which are in this country and to which he has given \$6,359,000. In addition to this sum for the erection of buildings, gifts have been made of 23 buildings and 27 sites upon which no valuation has been placed. To complete this survey we must also take into account 177,669 volumes and 97,016 pamphlets (some of great value) which have been presented to various institutions throughout the land, as well as gifts of a special character, as works of art, museum specimens, etc.

If the total number exceeds that recorded in my former report, which covered a period of thirteen months, it is probably due to the fact that a more careful examination has been made of the library periodicals of the interval covered—viz., the *Library Journal*, *Public Libraries* and *Public Library Bulletin*, from which much of the information herein contained has been gathered. A more extended application for information has also been made to the libraries themselves. Their number, however, is so large that it has been found impracticable to reach them all, especially the smaller ones, by personal correspondence. In order, therefore, to secure the fullest information possible from sources other than those already named the library commissions of each state, so far as they exist, were, as last year, asked to contribute infor-

mation concerning the gifts made in each of their states.

I was much surprised to learn that most of the state commissioners do not attempt to keep a systematic record of the gifts made within their respective jurisdictions. It would seem that nothing could do more to stimulate a liberal spirit towards libraries than by carefully keeping such a record and giving it as great publicity as possible. Nothing could be better adapted to excite a noble emulation among those interested in libraries to contribute of their means for the establishment and support of these universities of the people. If some states, therefore, appear in this report to have received more than their proportional share of donations, it is largely due, no doubt, to the fact that the library commissions in those states have been more alive to the advantages to be derived from keeping the people fully informed as to what is being done toward the founding and maintenance of libraries.

The thanks of the compiler are extended to all who have assisted him by furnishing any portion, however small, of the information embodied in the list which follows.

It will be noticed that while there are a greater number of individual gifts in this year's report, the average amount, as well as the grand total, is considerably below that of last year. This may be accounted for, in part, by the change of policy adopted by the chief donor to American libraries, Mr. Andrew Carnegie. Last year's report contained the announcement of his gifts to the largest cities in the country, in amounts which from the very nature of the case can never be repeated. And just here it may be said that the zeal of the reporter carried him so far as to include two or three of these gifts, which were announced between the Waukesha Conference and the appearance of the Conference number of the *Library Journal*, which, strictly speaking, should have appeared in the present report.

Mr. Carnegie's change of policy, to which

reference has just been made, consists in giving amounts much smaller in size than formerly, thereby increasing the number of recipients. Last year's report contained 121 of his gifts, of which 112 were in the United States. This year he gives 234, of which 214 are in this country. Last year, his largest gift of \$5,200,000, was made to New York City. In four other gifts he gave a sum of \$3,500,000. Last year his gifts averaged a little over \$114,000 each, while this year the average is only about \$29,650. Until recently Mr. Carnegie has issued no authorized statement of his benevolences. Just before leaving for Europe this spring he gave out a revised list which was reprinted in the *Chicago Tribune* for May 4th. In this list are included gifts to 368 cities and towns for free public libraries. These contributions have covered a period of more than a decade, though in increasing numbers year by year.

It is safe to say that not one of his gifts will have so far-reaching an influence for good as that of \$100,000 to the Publishing Section of the American Library Association, announced in the president's address at the Magnolia Conference. By means of this timely gift the Publishing Section of this Association will be enabled to publish several important works which it has had in preparation for some time past and to enlarge its plans, which have hitherto unfortunately been hampered from lack of funds.

Several gifts mentioned in the following list call for special mention. Among the most important is that of the Duncan Campbell Memorial collection, received by the New York State Library from the executors of Miss Ellen Campbell. This collection is especially rich in old and rare printed volumes and manuscripts, including, as it does, 45 incunabula and 19 mediæval manuscripts. The whole forms one of the most important collections ever received by this library.

The Library of Columbia University, through the generosity of Mr. William C. Schermerhorn, has come into the possession of the DeWitt Clinton collection of about 1100 letters, consisting of about 9000 pages, addressed to him by many of the most important authors, statesmen, and other notable persons of the first quarter of the last cen-

tury. This collection will prove of great value to the historical student of that period.

The library of Brown University has also acquired a valuable collection of 5000 ms. pieces, consisting mainly of the correspondence of the diplomatist, Jonathan Russell (Brown, 1791), United States minister to Norway and Sweden and one of the five commissioners who negotiated the Treaty of Ghent. It has also received a smaller but very valuable collection of letters and papers of Henry Wheaton (Brown, 1802), the celebrated writer on international law.

It is a noticeable fact that libraries are more and more beginning to receive collections, which until of late were supposed to belong more properly to museums than to libraries. The relationship existing between libraries and museums has always been closer in England than with us, and it is a somewhat curious fact that the first of the British municipal libraries, that at Warrington, was established under the Museums Act of 1848, two years before Ewart's Act was passed for the establishment of public libraries.

I hasten rapidly over some of the most important of these gifts. Those of about 3000 prints to the New York Public Library and an equal number of photographs and reproductions of noted paintings to the library of Plymouth, Mass., fall more properly within the true functions of a library. From these to 2139 medical medals presented to the Boston Medical Library and a collection of over 5000 butterflies, valued at over \$10,000, given to the Public Library in Plainfield, N. J., is a greater step toward the museum idea.

We learn with great pleasure that two of our university libraries have received specimens of literature dating back to most ancient times. Princeton University Library has received 95 Babylonian cylinders and cone-shaped seals and 400 clay tablets, while the library of Haverford College has received 400 cuneiform clay tablets from Babylonia, all in the Assyrian language, and of an average date of 2500 B.C.

Time and space fail us to comment farther upon the gifts enumerated in the following list. We leave to each reader the pleasure of finding in it such as from their character or locality are of especial interest to him.

**AMERICAN LIBRARY ASSOCIATION.**

AMERICAN LIBRARY ASSOCIATION; *Publishing Section*. \$100,000, June 17, 1902, the income only to be expended in the preparation, and publication of reading lists, indexes and other bibliographical and literary aids especially adapted to free public circulating libraries, from Andrew Carnegie.

**CALIFORNIA.**

ALAMEDA. *Public Library*. \$35,000, July 10, 1901, for building, from Andrew Carnegie. Increased from \$10,000 previously offered. City council has voted to appropriate not less than \$7000 yearly for its maintenance.

BERKELEY. *University of California*. \$2000, for law books, from Mrs. Jane Krom Sather.

—\$2000, for books on architecture, from Mrs. Phæbe A. Hearst. \$3000 promised for next year.

—\$500 (annually), for books on mechanics and electricity, from Mrs. Andrew S. Hallidie.

—About 2000 volumes and 2000 pamphlets, being scientific and geological library of the late Dr. Joseph Le Conte, including many presentation copies, with autographs of authors, from Mrs. Joseph Le Conte.

—250 volumes on viticulture and viniculture, from the California Wine Makers' Corporation. This probably makes the university's collection upon this subject the most complete in the United States.

LOS GATOS. *Public Library*. \$10,000, Oct. 20, 1901, for building, from Andrew Carnegie.

PASADENA. *Public Library*. 600 or 700 volumes, from the estate of Mrs. E. F. Bowler, as a memorial to her.

POMONA. *Public Library*. \$15,000, Feb. 17, 1902, for a building, from Andrew Carnegie.

RIVERSIDE. *Public Library*. \$20,000, Sept. 2, 1901, for a building, from Andrew Carnegie.

SAN BERNARDINO. *Public Library*. \$15,000, March 13, 1902, for a building, from Andrew Carnegie.

SAN FRANCISCO. *Public Library*. \$750,000, July 5, 1901, for buildings, from Andrew Carnegie. Accepted July 15. Mr. Carnegie recommends that about one-half of the amount should be expended on a central library building and the rest on branches.

—\$25,000, April 10, 1902, for a branch library, from Andrew B. McCreery.

—3200 volumes and pamphlets, from William Emmette Coleman.

SANTA CRUZ. *Public Library*. \$5000 additional, April 15, 1902, for building, making a total of \$20,000, from Andrew Carnegie.

SANTA ROSA. *Public Library*. \$20,000, March 13, 1902, for a building, from Andrew Carnegie.

STANFORD UNIVERSITY. *Stanford University Law Department*. About 500 volumes, pri-

vate library of the late Judge Sawyer, of the U. S. Circuit Court, from his sons.

**COLORADO.**

CAÑON CITY. *Public Library*. \$10,000, Dec. 17, 1901, for a building, from Andrew Carnegie. A site has been secured. The city already appropriates \$1100, and \$600 is added from private subscription.

DENVER. *Public Library*. \$200,000, March 13, 1902, for a building, from Andrew Carnegie, provided that an annual maintenance of \$30,000 be guaranteed.

GEORGETOWN. *Public Library*. \$10,000, March 7, 1902, for a building, from Andrew Carnegie.

LEADVILLE. *Public Library*. \$100,000, July 12, 1901, for a building, from Andrew Carnegie, provided the city furnish \$2000 (?) a year for its maintenance.

PUEBLO. *Public Library*. \$60,000, Feb. 14, 1902, for a building, from Andrew Carnegie. Accepted.

**CONNECTICUT.**

BLOOMFIELD. *Public Library*. Bequest of \$15,255.85, for a library fund, from Levi Prosser, of Boston, Mass., on condition that town provide a suitable room. A building is being erected for library purposes.

DURHAM. *Public Library*. Site and \$4000, towards a library, name of donor not stated.

FAIRFIELD. *Fire Department Library*. 1200 volumes, as a nucleus for a library, from the Mill Plain Circulating Library.

—*Public Library*. \$30,000, for a new memorial library, raised by popular subscription.

GREENWICH. *Havemeyer School Library*. 2000 volumes, from Henry O. Havemeyer.

HARTFORD. *Case Memorial Library*. \$1000, for the purchase of periodicals, from Mrs. Charles B. Smith.

—About 600 volumes, from the library of the late Rev. A. C. Thompson, D.D., of Boston.

—315 volumes, from Mrs. M. D. Thompson.

—*Public Library*. Bequest of \$5000, from Mrs. Martha Wood Brown, several years since (corrected report of last year).

—*Trinity College Library*. One of the finest of existing copies of Audubon's "Birds of America," value not stated, from Dr. Gurdon W. Russell, of the class of 1834.

LITCHFIELD. *Noyes Memorial Library*. New library building, costing about \$20,000, as a memorial to Mrs. William Curtiss Noyes, from her grandson. Dedicated July 5, 1901, and is also used as the headquarters of the Litchfield Historical Society.

MERIDEN. *Curtis Memorial Library*. New library building, from Mrs. Augusta M. Cur-

tis, as a memorial to her husband and daughter. Corner-stone laid Sept. 28, 1901.

—*Free Public Library*. \$4115, from public contributions and subscriptions, including \$1000 each from George A. Fay, Francis Atwater, J. D. Billiard, and Mrs. E. H. White.

MIDDLETOWN. *Wesleyan University Library*. Bequest of \$20,000, as an endowment fund, from Mrs. (Stephen) Harriet Hoxie Wilcox, of Brooklyn, N. Y., who died Aug. 21, 1901. By the terms of the will the executors have 10 years in which to settle the estate, but interest at the rate of four per cent. is to be paid after two years.

—\$5018, June 24, 1901, to April 15, 1902, to the Alumni Library Endowment Fund, from subscriptions. The fund now exceeds \$35,000.

—418 bound volumes, from library of the late Rev. Joseph Pullman, class of '63, from Mrs. M. E. Pullman, of Stamford, Conn.

NEW HAVEN. *Yale University Library*. Bequest, as residuary legatee, expected to amount to \$150,000; one-half of the income to be devoted to purchase of Belles-lettres, the rest to the general purposes of the library, from Edward W. Southworth, of New York City. (Yale, '75.)

—\$1200, divided among six of the seminary libraries of the university, from George E. Dimock, of Elizabeth, N. J.

—\$900, expended by donor's wish for additions to music department, from an anonymous friend.

—\$250, from ex-President D. C. Gilman, of Johns Hopkins University.

—*Young Men's Christian Association Library*. \$10,000, for library purposes, and in addition the income of \$5000, the principal to go to the library on the death of the donor, Mrs. Hoadley B. Ives.

NORWALK. *Public Library*. \$20,000, Aug. 30, 1901, for a building, from Andrew Carnegie.

—Gift of a central corner at Mott and Belden avenues, site for the new Carnegie Library building, valued at \$19,000, Dec. 5, 1901, from Hubert E. Bishop. Mr. Carnegie's offer of \$20,000, not \$50,000, as previously reported, was accepted at a special city election held Sept. 20, 1901.

NORWICH. *Otis Library*. Bequest of \$3000, without conditions, from Miss Elizabeth B. Woodhull, who died in February, 1902.

WATERBURY. *Silas Bronson Library*. Gift of several handsome mahogany cases, to hold the library's collection of Indian relics, from an anonymous donor.

WOODBURY. *Public Library*. Gift of the property known as the Parker Academy, value not stated, and \$5000, Jan. 3, 1902, from Edward Boyd.

#### DELAWARE.

DOVER. *Free Library*. \$2200, as an endowment fund, raised by Mrs. Priscilla H.

Richardson and members of the Century Club Committee.

—\$1000 from Manlove Hayes.

WILMINGTON. *Wilmington Institute Free Library*. \$781.61, from a friend.

—\$291, from Joseph Bancroft Sons Co.

—Several portraits and photographs, of Delaware jurists, etc., from W. F. Smalley, Howard Pyle, and others.

#### DISTRICT OF COLUMBIA.

WASHINGTON. *Catholic University*. Bequest of \$50,000, for a library, from Mrs. Sarah Ferris Devlin, of Boston, Mass.

—*Library of Congress*. 222 volumes and 182 pamphlets; mostly works of, and relating to Dante, from Theodore W. Koch, of Philadelphia.

—133 volumes and 3302 pamphlets, of Chinese works, from William Woodville Rockhill.

—*Riggs Memorial Library of Georgetown University*. Art books, valued at \$1000, from various sources.

#### FLORIDA.

JACKSONVILLE. *Public Library*. \$50,000, Feb. 13, 1902, for building, from Andrew Carnegie. It is planned to transfer the property of the local library association, valued at \$6000, to the new library organization.

PENSACOLA. *Public Library*. \$15,000, Aug. 16, 1901, for building, from Andrew Carnegie; legislation has been procured authorizing the city to levy a tax for the support of the library and to authorize it to enter into an obligation to support it.

TAMPA. *Public Library*. \$25,000, Jan. 16, 1902, for a building, from Andrew Carnegie.

#### GEORGIA.

ATHENS. *State Normal School Library*. Library of over 4000 volumes, from faculty, students, and townspeople.

—*University of Georgia Library*. \$50,000, from George Peabody.

ATLANTA. *Carnegie Library*. 309 volumes, from T. H. Martin.

—Six books from the Roycroft publications, from Elbert Hubbard, of Aurora, N. Y.

—Bust of Andrew Carnegie, made by Chevalier Trentanove, costing \$900, from the school children of Atlanta.

COLUMBUS. *Public Library*. \$25,000, April 28, 1902, for building, from Andrew Carnegie.

—\$5000, for a site for the new Carnegie library building, from George Peabody.

MACON. *Public Library*. \$20,000, June 18, 1901, for a building, from Andrew Carnegie.

NEWMAN. *Public Library*. \$10,000, Jan. 1, 1902, for a building, from Andrew Carnegie. Accepted Jan. 21.

QUITMAN. *Brooks Library*. Bequest of \$1000, from J. L. Cutler, of Boston.

IDAHO.

MOSCOW. *Free Library*. \$700, to help start a library, raised by popular subscription.  
POCATELLO. *Public Library*. Over 1000 volumes, from Miss Helen Miller Gould.

ILLINOIS.

BLOOMINGTON. *Public Library*. \$15,000, for building, from Andrew Carnegie.  
BLUE ISLAND. *Public Library*. \$15,000, March 13, 1902, for a building, from Andrew Carnegie.

CARROLLTON. *Public Library*. \$10,000, Oct. 18, 1901, for a building, from Andrew Carnegie.

CHARLESTON. *Public Library*. \$18,000, Oct. 30, 1901 (accepted), for a building, from Andrew Carnegie, a yearly maintenance of \$1900 required.

CHICAGO. *John Crerar Library*. Bequest of \$1000, the income will be devoted to the purchase of books on international law, from Huntington Wolcott Jackson. Received, January, 1902.

— *McCormick Theological Seminary Library*. \$15,000, for immediate purchase of books, from Stanley McCormick.

— *The Newberry Library*. Gift of the Deane Collection, consisting of 1500 volumes and 189 pamphlets, from Dr. N. Senn.

— 535 volumes of newspapers, Sept. 6, 1901, principally files of local German newspapers, from Illinois Staats Zeitung Publishing Company.

— 369 volumes of newspapers, Dec. 11, 1901, the greater part being a file of the *Chicago Daily News*, from Victor Fremont Lawson.

— *Public Library*. About \$150,000, for a public library building at Hyde Park, to be known as the "T. B. Blackstone Memorial Branch Library," from Mrs. T. B. Blackstone. The gift has been accepted, and the library will be erected at Kenwood, Washington avenue and 49th street.

— Bequest of \$1000, income to be used to purchase books for the blind, from Huntington W. Jackson. This bequest was left to the "Society for Home Reading for the Blind," now disbanded, but may eventually find its way to the Public Library.

— *University of Chicago Library*. A new building, to cost \$150,000, for a temporary home of the library, from John D. Rockefeller.

CHICAGO HEIGHTS. *Public Library*. \$10,000, March 13, 1902, for a building, from Andrew Carnegie.

DANVILLE. *Public Library*. \$40,000, Dec. 26, 1901, for a building, from Andrew Carnegie. Accepted Dec. 28, 1901.

EVANSTON. *Free Public Library*. New library building, to cost \$100,000 (offered), by Charles F. Gray, upon condition that "an acceptable site be secured."

— Gift (pledged), by popular subscription, of

about one-third the amount required for "an acceptable site" for the new library building, offered by Charles F. Gray. Among the contributors are William Deering and Mayor James A. Patten, who give \$5000 each.

— \$1000, towards fund for purchase of a site for a new library building, from William L. Brown. Total subscription, \$12,000.

— *Northwestern University Library*. \$543, as a fund for the increase of the library, the principal to remain intact, from the class of 1895, the fund to be known by the class name.

HAWTHORN. *Y. M. C. A. Railroad Library*. \$500, to equip a library, from Mrs. Julia E. Rosenfield.

JERSEYVILLE. *Public Library*. \$10,000, April 14, 1902, for a building, from Andrew Carnegie.

MATTOON. *Public Library*. \$20,000, July 15, 1901, for a building, from Andrew Carnegie.

MOLINE. *Morris Rosenfield Memorial Library*. \$500, for a Railroad Young Men's Christian Association Library, from Mrs. Julia E. Rosenfield, of Rock Island.

— *Public Library*. \$37,000, Aug. 30, 1901, for a building, from Andrew Carnegie.

— \$10,000, for purchase of site for Carnegie library building, from the citizens of Moline.

OAK PARK. *Scoville Institute Library*. \$500. Name of donor not stated.

PARIS. *Public Library*. \$18,000, March 13, 1902, for a building, from Andrew Carnegie.

PEKIN. *Public Library*. \$5000, Dec. 18, 1901, for a building, in addition to a former gift of \$10,000, from Andrew Carnegie.

— Site, value not stated, for the new Carnegie building, from George Herget and his wife.

ROCKFORD. *Public Library*. Several hundred volumes, constituting the library of the late A. M. Potter.

INDIANA.

ALEXANDRIA. *Public Library*. \$800, for an endowment, from an unnamed donor.

BEDFORD. *Public Library*. \$15,000, Jan. 12, 1902, for a building, from Andrew Carnegie. Site secured Jan. 29, 1902, and on April 10, 1902, \$5000 additional, making a total of \$20,000.

BLOOMINGTON. *Public Library*. \$15,000, Dec. 24, 1901, for a building, from Andrew Carnegie.

BRAZIL. *Public Library*. \$20,000, March 13, 1902, for a building, from Andrew Carnegie.

CARTHAGE. *Public Library*. \$2000 from the children of Henry Henley, and \$1000 by popular subscription toward a new library building, dedicated June 6, 1902.

COLUMBUS. *Public Library*. \$15,000, Jan. 3, 1902, for a building, from Andrew Carnegie. A site was secured on Jan. 29.

DANVILLE. *Public Library*. \$10,000, March 13, 1902, for a building, from Andrew Carnegie.

ELKHART. *Carnegie Library*. \$5000, Dec. 16, 1901, to render building more nearly fire-proof, in addition to a former gift of \$30,000, from Andrew Carnegie.

ELWOOD. *Public Library*. \$25,000, Oct. 18, 1901, for building, from Andrew Carnegie. Accepted Dec. 2.

GOSHEN. *Public Library*. \$10,000, for a building, in addition to previous offer of \$15,000, making a total of \$25,000, from Andrew Carnegie. Offer increased at the request of the citizens, the conditions of the first gift remaining unchanged.

GREENCASTLE. *Public Library*. \$10,000, Jan. 22, 1902, for a building, from Andrew Carnegie.

—\$5000 additional, March 18, 1902, making total gift \$15,000, for building, from Andrew Carnegie.

GREENSBURG. *Public Library*. \$15,000, for a building, from Andrew Carnegie.

HARTFORD CITY. *Public Library*. \$15,000, for a building, from Andrew Carnegie.

HUNTINGTON. *Public Library*. \$25,000, for a building, from Andrew Carnegie. The usual conditions have already been met.

INDIANAPOLIS. *Butler College Library*. \$20,000, Nov. 6, 1902, for a building, in addition to former gift of a site and \$10,000, as a memorial to their daughter, from Mr. and Mrs. Edward C. Thompson, of Irvington. The library will be known as the "Bona Thompson Library."

KOKOMO. *Public Library*. \$25,000, Feb. 28, 1902, for a building, from Andrew Carnegie. This gift has been accepted.

LOGANSPOUT. *Public Library*. \$25,000, April 26, 1902, for a building, from Andrew Carnegie.

MICHIGAN CITY. *Public Library*. \$2500, from Mrs. F. C. Austin, of Chicago.

NEW ALBANY. *Public Library*. \$35,000, March 13, 1902, for a building, from Andrew Carnegie.

TIPTON. *Public Library*. \$10,000, March 13, 1902, for a building, from Andrew Carnegie.

WABASH. *Public Library*. \$5000 additional, April 30, 1902, for a building, making a total of \$10,000, from Andrew Carnegie.

WASHINGTON. *Public Library*. \$5000, Aug. 11, 1901, for a building, in addition to former gift of \$20,000, from Andrew Carnegie. The building is in process of construction.

—Block of land in the heart of the city, valued at \$5000, for a site for the new Carnegie library building and for a park, by Joseph Cabel.

#### IOWA.

ALGONA. *Public Library*. \$1000, from George W. Schee, of Primghar. Mr. Schee has

also given \$1000 for school libraries in Palo Alto county.

ANAMOSA. *Public Library*. \$10,000, for a building, raised by popular subscription.

ATLANTIC. *Public Library*. \$12,500, March 13, 1902, for a building, from Andrew Carnegie.

CEDAR FALLS. *Public Library*. \$15,000, March 13, 1902, for a building, from Andrew Carnegie.

—Site for a library building, amount not stated, raised by popular subscription.

CEDAR RAPIDS. *Free Public Library*. \$25,000 additional to previous offer of \$50,000, for building, from Andrew Carnegie, provided the site of May's Island can be made practicable.

CLINTON. *Public Library*. \$30,000, Sept. 8, 1901, for building, from Andrew Carnegie. Accepted March 31, 1902.

—Site for a library building, amount not stated, raised by popular subscription.

DAVENPORT. *Free Public Library*. \$5342, from Frederick Weyerhaeuser. Acknowledged Dec. 3, 1901.

—1500 volumes, from Mrs. W. D. Putnam.

DENISON. *Public Library*. \$10,000, March 13, 1902, for a building, from Andrew Carnegie.

DES MOINES. \$800, for a library for the U. S. cruiser *Des Moines*, from the citizens of Des Moines.

DURUQUE. *Free Library*. \$10,000, Jan. 2, 1902, for a building, in addition to a former gift of \$50,000, from Andrew Carnegie.

—Site, value not stated, for the new Carnegie library building, from Frank D. Stout.

EAGLE GROVE. *Public Library*. \$10,000, May 1, 1902, for a building, from Andrew Carnegie.

ELDORA. *Public Library*. \$10,000, Jan. 2, 1902, for a building, from Andrew Carnegie. Accepted.

ESTHERVILLE. *Public Library*. \$10,000, March 22, 1902, for a building, from Andrew Carnegie.

FAYETTE. *Henderson Library*. \$5000, from ex-Governor Larrabee.

GRINNELL. *Iowa College Library*. \$3000, for the J. M. Chamberlain Memorial Fund, from graduates and friends of the college, the largest single gift being \$500.

—\$1000, for a book fund, from Prof. Leonard Fletcher Parker.

HAMPTON. *Public Library*. \$10,000, March 13, 1902, for a building, from Andrew Carnegie.

HAWARDEN. *Public Library*. \$5000, Oct. 1, 1901, for a building, from Andrew Carnegie. the \$400 yearly guarantee required previously having been secured through tax levy, by a popular vote.

—\$500, for a site for the new Carnegie build-

- ing, from President Watkins, of the First National Bank.
- \$500, to beautify the library grounds, raised by popular subscription.
- HOLSTEIN. *Public Library*. \$700; \$500 raised by popular subscription, and \$200 from George W. Schee, of Primghar.
- INDIANOLA. *Simpson College Library*. \$1000, for a book fund, from Mrs. Stillman.
- IOWA CITY. *Public Library*. \$25,000, March 13, 1902, for a building, from Andrew Carnegie.
- LAKE CHARLES. *Public Library*. \$10,000 (offered Nov. 20, 1901), for a building, from Andrew Carnegie.
- MANCHESTER. *Public Library*. \$10,000, April 19, 1902, for a building, from Andrew Carnegie.
- MAQUOKETA. *Public Library*. \$10,000, March 13, 1902, for a building, from Andrew Carnegie.
- MARSHALLTOWN. *Public Library*. \$25,000, for a building, from Andrew Carnegie. On April 28, 1902, \$5000 additional, making a total of \$30,000.
- MASON CITY. *Public Library*. \$25,000, for a building, from Andrew Carnegie.
- NEWTON. *Public Library*. \$10,000, Jan. 22, 1902, for a building, from Andrew Carnegie.
- Money for a site for a public library building, amount not stated, raised by popular subscription.
- \$1000, for a book fund, from Samuel Richards.
- ONAWA. *Public Library*. Public library building on a lot 132 feet square, and \$4000 for books and furniture, from Judge Addison Oliver, on condition that the town pay \$1000 yearly for its support. The gift has been accepted.
- OSKALOOSA. *Public Library*. \$20,000, March 13, 1902, for a building, from Andrew Carnegie.
- POCAHONTAS Co. *School Libraries*. \$1335.44 and 4000 volumes, from teachers of the county.
- TIPTON. *Public Library*. \$10,000, Jan. 9, 1902, for a building, from Andrew Carnegie.
- WASHINGTON. *Public Library*. \$8000, for a building, from Mrs. Jane Chilcote.
- WATERLOO. *Public Library*. \$30,000, April 16, 1902, for a building, from Andrew Carnegie.

KANSAS.

- EMPORIA. *Public Library*. \$20,000, May 2, 1902, for a building, from Andrew Carnegie.
- FORT SCOTT. *Public Library*. \$18,000, March 22, 1902, for a building, from Andrew Carnegie.
- HUTCHINSON. *Public Library*. \$15,000, April 8, 1902, for a building, from Andrew Carnegie.
- KANSAS CITY. *Public Library*. \$75,000, July 16, 1902, for a building, from Andrew Car-

negie. Accepted Aug. 7. A site has already been secured.

- NEWTON. *Public Library*. \$10,000, March 13, 1902, for a building, from Andrew Carnegie.
- OTTAWA. *Public Library*. \$15,000, Jan. 28, 1902, for a building, from Andrew Carnegie.
- PAOLA. *Public Library*. Bequest of \$10,000, for a building, from Mrs. Martha Smith, who died March 24, 1902.
- SALINA. *Public Library*. \$15,000, Feb. 25, 1902, for a building, from Andrew Carnegie.
- STOCKTON. *Library Association*. Valuable collection of books, from Miss Helen Miller Gould.
- TOPEKA. *Public Library*. Bonds for \$1800, which will give the library an income of \$126 a year, from J. R. Mulvane, the money to be spent for new books, as a memorial to his wife, Harriet Newell (Freeman) Mulvane, who died Aug. 20, 1901.
- Half-reclining statue of Pauline, sister of Napoleon I., as Venus, from Mr. and Mrs. Edward Wilder.
- Kansas Travelling Libraries Commission*. 250 volumes, from Mrs. Sara T. D. Robinson, of Lawrence.
- WINFIELD. *Public Library*. \$15,000, Feb. 18, 1902, for a building, from Andrew Carnegie.

KENTUCKY.

- COVINGTON. *Carnegie Library*. \$35,000, July 16, 1901, for the addition of an auditorium to the library building, an increase to the original gift of \$40,000, making a total of \$75,000, from Andrew Carnegie.
- DANVILLE. *Central University*. \$25,000, towards a new library building, from Thomas H. Swope, of Kansas City.
- \$25,000, towards a new library building, from friends of the university.
- HENDERSON. *Public Library*. \$25,000, July 30, 1901, for a building, from Andrew Carnegie. Accepted Aug. 16, 1901, provided that the next General Assembly pass an amendment to the charter giving the city the legal right to make the appropriation required for the maintenance of the library.
- HORSE CAVE. *Horse Cave School*. 500 selected volumes, valued at \$1000, from Miss Helen Miller Gould, of New York City.
- LEXINGTON. *Public Library*. \$50,000, Jan. 20, 1902, for a building, from Andrew Carnegie.
- LOUISVILLE. *Public Library*. \$250,000, Jan. 17, 1902, for a building, from Andrew Carnegie. This is a renewal of an offer made two years ago, but never accepted, because of local differences between the city council and the Polytechnic Library directors.
- PADUCAH. *Public Library*. \$35,000, Oct. 28, 1901, for a building, from Andrew Carnegie. The city council has agreed to furnish the \$3500 yearly appropriation required.

## LOUISIANA.

- LAKE CHARLES. *Public Library*. \$10,000, for a building, from Andrew Carnegie.
- Site for the new Carnegie library building, from the North American Land and Timber Company.
- NEW ORLEANS. *Fisk Free and Public Library*. 260 valuable French books, from a Louisianian, who has preserved his anonymity.

## MAINE.

- AUGUSTA. *Lithgow Library*. Bequest of \$1000, from J. L. Cutler, of Boston.
- BANGOR. *Public Library*. Bequest of \$4000, to be used for the purchase of books, probably for the reference department, from Mrs. Grace D. Patten, who died Nov. 15, 1901.
- BIDDEFORD. *Biddeford Library Association*. \$22,000, to rebuild and stock the library, raised by popular subscription. The following are among the largest contributors: Robert McArthur, \$8176.24; James G. Garland, \$1000; Mrs. Estelle M. Tatterson, Mrs. Margaret C. Luques, Charles H. Prescott, Jerry G. Shaw, James G. Garland, Robert Donaldson, James G. Brackett, Charles H. Goodwin and Benjamin F. Bryant, all of Biddeford, \$500 each; Hon. George K. Dexter, of Boston, Mass., and Hon. George P. Wescott, of Portland, \$500 each. Donors of \$1000 have the privilege of naming an alcove, and those of \$500 may have a tablet placed upon the wall as a memorial to themselves or any one they may designate.
- Property of the Pavilion Church Society, value not stated, from Robert McArthur. The new library will be called the "McArthur Library."
- BRUNSWICK. *Bowdoin College Library*. Bequest of \$1000, from John L. Cutler, of Boston, Mass.
- 1000 volumes, from Charles W. Pickard, of Portland.
- BUCKFIELD. *Zadoc Long Free Memorial Library*. Memorial library building, dedicated Aug. 17, 1901, from Hon. John D. Long, of Hingham, Mass., in memory of his father and mother.
- CHEBEAGUE. *Public Library*. New library building, cost not stated, from Mrs. Alice Frye, of Cambridge, Mass.
- FAIRFIELD. *Lawrence Free Public Library*. New library building, to cost \$15,000, from Edward F. Lawrence.
- Site for a library building, value not stated, from Mrs. Louise E. Newhall.
- \$1000, for the purchase of books, from Edward F. Lawrence and Mrs. Louise E. Newhall.
- FARMINGTON. *Public Library*. Bequest of \$1000, from John L. Cutler, of Boston.
- FREEPORT. *B. H. Bartol Library*. \$1000, to-

wards the erection of a new building, from Mrs. Brazier, of Philadelphia.

LUBEC. *Public Library*. Site for a public library building, value not given, from B. M. Pike.

ROCKLAND. *Public Library*. \$20,000, April 16, 1902, for a building, from Andrew Carnegie.

SACO. *Thornton Academy Library*. New library building (to cost \$25,000, plans accepted Oct. 23, 1901), from Mrs. Annie C. Thornton, of Magnolia, Mass., and her daughter, Miss Mary C. Thornton. It will be called the Charles C. G. Thornton Memorial Building. Accepted Oct. 23, 1902.

SOUTH PARIS. *Public Library*. Bequest of \$25,000, for a public library, from W. H. Parsons, of Brooklyn.

WATERVILLE. *Public Library*. \$20,000, April 28, 1902, for building, from Andrew Carnegie.

## MARYLAND.

CUMBERLAND. *Public Library*. \$25,000 (declined May 20, 1901), for a building, from Andrew Carnegie.

HAGERSTOWN. *Washington County Free Library*. \$10,875.63, for a public library building, raised by popular subscription. The following contributed \$500 or more each: E. W. Mealey, \$3200; C. H. Carlile, \$1500; Waldo Newcomer and sisters, \$1000; Henry Steck, Mrs. William T. Hamilton, and William Updegraff, each \$500.

— Building site, valued at \$1500, from Edward W. Mealey.

— 1500 volumes, from Edward W. Mealey.

— 500 volumes, from Edwin Bell.

LAUREL. *Public Library*. \$10,000, Jan. 2, 1902, for a building, from Andrew Carnegie.

## MASSACHUSETTS.

AMHERST. *Amherst College Library*. Bequest of \$2000, to be expended for books, no restrictions, from Prof. Herbert B. Adams, class of 1872.

— *Town Library*. Bequest of certain property valued at \$1500 or \$2000, to the town of Amherst, on conditions which will practically make it a gift to the Town Library, from Prof. Herbert Baxter Adams.

ARLINGTON. *Robbins Library*. Marble statue, representing Nydia, the blind girl of Pompeii, from Mrs. Samuel C. Bushnell.

ATHOL. *Public Library*. \$15,000, March 13, 1902, for a building, from Andrew Carnegie.

— 500 or 600 volumes, mostly fiction, from H. M. Humphrey.

BELMONT. *Public Library*. Library building, expected to cost about \$50,000, from Henry O. Underwood.

BOLTON. *Public Library*. \$10,000 for a building (announced Nov. 5, 1901, and accepted), from Ann Eliza Whitney, of Lancaster, in the name of her deceased sister, Emma Whitney, the town to furnish a central site.



- put in the foundations, place a memorial tablet in the building, and pay Miss Whitney the interest on \$3000 during her lifetime.
- BOSTON.** *Boston Medical Library.* 2139 medical medals, from Dr. H. R. Storer, of Newport.
- *Massachusetts Institute of Technology.* 290 volumes and pamphlets on botanical subjects, from the library of Waldo O. Ross, from Mrs. Ross.
- \$500, for the purchase of books, from the Saturday Club, of Boston.
- *Public Library.* About 1000 volumes, from the executors of the estate of Mrs. Lydia Attwood.
- 344 volumes, July 6, 1901, from Miss Helen C. McCleary.
- BRIDGEWATER.** *Public Library.* \$500, without restrictions, from Mrs. Sarah Alden.
- CAMBRIDGE.** *Harvard Union Library.* 400 volumes, from J. B. Gerrish, class of '71.
- Books, etc., from members and friends of the union.
- *Harvard University Library.* \$2000, for books on the history of the Ottoman Empire, history of Poland, and other historical subjects, from Assistant Professor A. C. Coolidge.
- \$800, for increase of the library of the Department of Education, through Mr. John F. Moors, from various subscribers.
- \$500, in continuation of former gifts, for the purchase of Scandinavian books and books relating to Scandinavia, from Mrs. E. C. Hammer, of Boston.
- \$500, for the purchase of books, from the Saturday Club, of Boston.
- 373 volumes, forming an additional installment of the Riatt library, from Assistant Professor Archibald Cary Coolidge.
- Collection of Slovak literature, collected in the summer of 1901, by Assistant Professor Wiener, numbering 123 volumes and 1567 pamphlets, containing much folk-lore material, from Assistant Prof. A. C. Coolidge.
- CANTON.** *Public Library.* \$70,000, for a public library building, from Augustus Hemenway.
- CHILMARK.** *Public Library.* \$600, \$500 for a building fund and \$100 for a lot, from the women of Chilmark.
- CONWAY.** *Field Memorial Library.* \$52,000, for an endowment fund, from Marshall Field, of Chicago, Ill. The building and over 6000 volumes, costing more than \$100,000, were given in memory of Mr. Field's parents, John and Fidelia Nash Field. Opened to the public Nov. 1, 1901.
- DALTON.** *Public Library.* \$500, from Zenas Crane.
- DRACUT.** *Public Library.* 358 volumes, chiefly American history, and \$125, as a memorial to the wife of Brig.-Gen. James Varnum, a Revolutionary soldier from Dracut, from The Molly Varnum Chapter, D. A. R.
- DUDLEY.** *Public Library.* Library building, to be erected, value not stated, from Hezekiah Conant, of Pawtucket, R. I.
- DUXBURY.** *Public Library.* \$10,000, for a building, from William J. Wright.
- FITCHBURG.** *Public Library.* \$10,000, from Hon. Rodney Wallace.
- GRANVILLE.** *Public Library.* New building costing about \$12,000, from citizens. Among the prominent donors are Hon. Milton B. Whitney, \$5000; Francis Cooley, of Hartford, Conn, \$1300; the balance through the efforts of Mrs. R. B. Cooley and other ladies.
- GREENVILLE.** *Ephraim Copeland Memorial Library.* Bequest of about \$2000, made available by decree of court Jan. 31, 1901, from Ephraim Copeland, who died about 50 years ago. This will be practically a branch of the Leicester Free Public Library. Dedicated Oct. 15, 1901.
- GROVELAND.** *Hale Library.* 3500 volumes, from Mr. E. G. Hale, of Newburyport.
- HADLEY.** *Public Library.* \$4000, for a library building, from John Dwight, of New York, provided an equal amount be raised from other sources.
- HAMPTON FALLS.** *Public Library.* New library building, cost not given, from John T. Brown, of Newburyport. Opened to the public Aug. 30, 1901.
- HANOVER.** *John Curtis Free Library.* \$1000, originally given by John Barstow, of Providence, as a fund to the Hanover Academy, now abandoned, from his daughters, Misses Lydia K. and Elizabeth T. Barstow, of Providence.
- HARDWICK.** *Paige Library.* Bequest of books, maps, manuscripts, and residue of her estate, value not given, from Mrs. Ann Paige.
- HARVARD.** *Public Library.* Bequest of two sums of \$20,000 each, for the extension and maintenance of the library, from Warren Hapgood, of Boston, payable on the death of his wife, on condition that the town grant land adjoining the library and that the addition be known as the Hapgood Memorial.
- HINGHAM.** *Public Library.* Bequest of \$500, from Alfred Hersey.
- HOLLISTON.** *Public Library.* Bequest of a plot of ground, for library purposes, value not given, from Mrs. Elizabeth S. Burnap.
- HOLYOKE.** *Public Library.* \$89,950, towards a public library building, raised by popular subscription and contributed funds. The completed building was turned over to the library authorities Jan. 18, 1902. Among the contributors were the following: Hon. William Whiting, \$3000; an anonymous donor, \$1000; Joseph Metcalf, George U.

- and W. A. Prentiss, Joseph A. Skinner, and James H. Newton, each \$500.
- LITTLETON.** *Reuben Hoar Library.* Bequest of \$1000, to establish the Laws Fund, from Mrs. Henry (Laws) Henarie, of San Francisco, Cal.
- LYNN.** *Public Library.* Bequest of \$10,000, for any use deemed advisable, from Walter Scott Dickson.
- LYNNFIELD.** *Public Library.* Bequest of \$1000, received March, 1901; \$500 will be considered a perpetual fund and \$500 devoted to library needs, from George L. Hawks, of Wakefield.
- MALDEN.** *Public Library.* \$25,000, in 1901, towards the Converse Endowment Fund, from Elisha H. and Mary D. Converse, in addition to the gift of \$125,000, previously reported.
- MANSFIELD.** *Public Library.* Soldiers' Memorial Library building, costing over \$16,000, of which amount \$6500 was raised by popular subscription. Mrs. E. F. Noble gave site and \$2500 and F. L. Cady \$500.
- MARLBORO.** *Public Library.* \$30,000, April 29, 1902, for a building, from Andrew Carnegie.
- Bequest of \$5000, from George N. Cate, to become available after the death of his widow.
- MATTAPOISETT.** *Public Library.* \$10,000, Feb. 3, 1902, for a building, from George H. Purrington, Jr. The gift has been accepted and the town will furnish a site.
- MELROSE.** *Public Library.* \$25,000, Jan. 6, 1902, for a building, from Andrew Carnegie. This gift has been accepted.
- MIDDLEBORO.** *Public Library.* Bequest of \$100,000; \$50,000 for a public library building and \$50,000 for books and periodicals, from Thomas S. Pierce.
- NATICK.** *Morse Institute Library.* Bequest of \$5000, from John O. Wilson.
- NEWBURYPORT.** *Public Library.* \$5000, in addition to a previous gift of \$10,000, income to be used for support of reading-room, from William C. Todd.
- Bequest of \$5000, from E. H. Stickney, of Chicago, Ill.
- Bequest of \$5000, from E. S. Moseley, instead of \$3000, as reported last year.
- Bequest of \$4000, from Abram Cutler, of Boston. The total of endowment funds is now as follows: for general purposes, \$29,000; for purchase of books, \$45,000; and for reading-room, \$15,000.
- Portrait of Col. Samuel Swett, of Boston, by Gilbert Stuart, name of donor not stated.
- NEWTON.** *Public Library.* Bequest of \$1000, from Mrs. Elizabeth L. Rand, the income to be devoted to the purchase of books.
- Marble statue of Diana and pedestal, the work of G. M. Benzoni, from an anonymous friend.
- *Newton Theological Seminary.* Bequest of \$5000, to be known as the Greene Memorial Library Fund, the income to be spent for books, from Stephen Greene. Bequests of \$2500, with similar conditions, are left to the American Baptist Missionary Union and to the American Baptist Home Missionary Society.
- NORTHBOROUGH.** *Public Library.* \$500, for printing the library catalogue, from Cyrus Gale, the donor of the library building.
- PEPPERELL.** *Public Library.* \$100,000; \$50,000, for lot and building, \$25,000 for furniture, books, etc., and \$25,000 for an endowment fund; also his private library and art collections, value not stated, from the late Charles Farrar Lawrence, of New York City, who died May 12, 1897.
- PITTSFIELD.** *Public Library.* \$15,000, May 2, 1902, for a building, from Andrew Carnegie.
- PLYMOUTH.** *Public Library.* \$750, towards purchase of a library site, from Nathaniel Morton.
- 3000 photographs and reproductions of noted paintings, from Miss Mary G. Bartlett.
- QUINCY.** *Thomas Crane Public Library.* Site of the French homestead, adjoining the library, by Albert Crane. The house will be removed and the grounds graded in connection with the existing lawn.
- REVERE.** *Public Library.* \$20,000, Oct. 18, 1901, for a building, from Andrew Carnegie.
- ROWE.** *Public Library.* Bequest of \$1000, as a permanent fund, from Mrs. Sarah R. Drury, of Troy, Ohio, to be known as "The Preserved Smith Library," in memory of her father.
- SALEM.** *Essex Institute.* Bequest of \$10,000, the income to be expended for books on China and translations from the Chinese, from Miss Elizabeth C. Ward.
- Bequest of \$3000, the income to be devoted to library purposes, from Miss Harriet Putnam Fowler.
- SHREWSBURY.** *Public Library.* Bequest of about \$50,000, to be used in the erection of a library building, from Jubal Howe.
- SOMERVILLE.** *Public Library.* Bequest of \$2500, to be used for the purchase of music books, from Joseph F. Wilson.
- SOUTH WEYMOUTH.** *Fogg Memorial Library.* \$1000, for the purchase of reference books; also a beautiful bronze tablet, in the reference room, in memory of her husband, Gen. James Lawrence Bates, from Mrs. Mary J. Bates.
- SOUTHBIDGE.** *Public Library.* \$20,000, March 7, 1902, for a building, from Andrew Carnegie. The town already appropriates \$2800 yearly for library maintenance. Declined April 25, 1902, for the later offer of Jacob Edwards.
- \$50,000, for a building, and a site, value not

stated, from Jacob Edwards, of Boston, a native of Southbridge.

**SPRINGFIELD.** *City Library Association.* \$2100 for purchase of the Brewer lot, raised by popular subscription through efforts of Nathan D. Bill.

— Bequest of \$10,000, from Charles M. Kirkham. \$5000 is to be devoted to the purchase of books and \$5000 to beautifying the grounds.

— Valuable collection of paintings, Indian relics, etc., from estate of David A. Wells, of Norwich, Conn.

**SWANSEA.** *Public Library.* Greater part of the library of the late Seth Brown, from George Brown, of Fall River.

**TAUNTON.** *Public Library.* \$60,000, for a building, from Andrew Carnegie, in addition to offer with other prominent steel men, to erect at Taunton a \$100,000 statue to the Leonard family, which founded the iron industry in America.

**TUFTS COLLEGE.** *Tufts College Library.* 2000 volumes of musical works, valued at about \$2500, from Hon. Albert Metcalf.

**TYNGSBORO.** *Public Library.* \$1000, towards a new public library building, from Miss Mary E. Bennett, provided the town will raise \$5000 additional for the purpose.

**TYRINGHAM.** *Public Library.* Gift of \$1000, towards a library building, raised by popular subscription.

**WAKEFIELD.** *Beebe Town Library.* Bequest of \$2000, as an endowment fund, from Cyrus G. Beebe, a son of Lucius Beebe, in whose honor the library was named.

**WALPOLE.** *Public Library.* \$15,000, Aug. 5, 1901, for a building, from Andrew Carnegie.

— Site, value not stated, for the new Carnegie library building, from Charles S. Bird, of East Walpole.

**WATERTOWN.** *Free Public Library.* \$2750, for furnishing and refitting Pratt reading and reference rooms, from the estate of the late Charles Pratt, of Brooklyn, N. Y.

— Bequest of \$1000, to establish Benjamin H. Pierce Fund, for purchase of books, from Benjamin H. Pierce.

— Money, to forward the furnishing of Hunnewell Hall, a reference reading room, raised by popular subscription.

**WELLESLEY.** *Public Library.* Bequest of \$1000, from Elizabeth Flagg.

**WEST FALMOUTH.** *West Falmouth Library.* \$600, to cancel note due from the association, from D. Wheeler Swift, of Worcester. Mr. Swift has given \$2500 since 1896 to this library.

**WESTBORO.** *Public Library.* Bequest of a large part of her estate, value not given, from Ellen E. Bixby.

— \$500, for printing a catalogue, from Cyrus Gale.

**WESTFORD.** *J. V. Fletcher Library.* Bequest

of \$900, to be known as the Laws Fund, from Mrs. Henry (Laws) Henarie, of San Francisco, Cal. This library has also been the recipient, during the past year, of a number of valuable paintings and other works of art, from several donors.

**WESTMINSTER.** *Forbush Memorial Library.* Bequest of \$50,000, for a library building as a memorial to the late Joseph W. Forbush, from Charles A. Forbush.

— Site for the new Forbush Memorial Library building, raised by popular subscription, of which Alonzo Curtis contributed \$500.

**WOBURN.** *Public Library.* Bronze statue of Count Rumford, a replica of that at Munich, for the library grounds, value \$7500, from Marshall Tidd.

#### MICHIGAN.

**BENTON HARBOR.** *Public Library.* \$15,000, March 13, 1902, for a building, from Andrew Carnegie.

**CHARLOTTE.** *Public Library.* \$10,000, March 13, 1902, for a building, from Andrew Carnegie.

**DETROIT.** *Public Library.* \$750,000, July 1, 1901, for a central library and about five branches, from Andrew Carnegie, the city to furnish building sites and guarantee an annual maintenance of \$75,000. Accepted July 9. Previously reported. Five branch libraries will be erected at once at a cost of \$50,000 each.

**ESCANABA.** *Public Library.* \$20,000, May 1, 1902, for a building, from Andrew Carnegie.

**HILLSDALE.** *Hillsdale College Library.* 500 volumes of historical and geographical works, from W. E. Ambler and sons, of Cleveland, Ohio.

**IRON MOUNTAIN.** *Public Library.* \$2500, for a building, in addition to a former gift of \$15,000, from Andrew Carnegie.

**LANSING.** *Public Library.* \$35,000, Jan. 11, 1902, for a building, from Andrew Carnegie.

**MOUNT CLEMENS.** *Public Library.* \$15,000, March 13, 1902, for a building, from Andrew Carnegie.

**PETOSKEY.** *Public Library.* \$12,000, for a building, from Andrew Carnegie.

**PORT HURON.** *Public Library.* \$40,000, Feb. 6, 1902, for a building, from Andrew Carnegie. Accepted Feb. 10, 1902.

**ST. JOSEPH.** *Public Library.* \$15,000, March 14, 1902, for a building, from Andrew Carnegie.

#### MINNESOTA.

**ALBERT LEA.** *Public Library.* \$12,000, April 16, 1902, for a building, from Andrew Carnegie.

**AUSTIN.** *Library Association.* \$12,000, Oct. 17, 1901, for a building, from Andrew Carnegie.

**CLOQUET.** *Public Library.* Public library building, to cost \$8000, raised by popular

subscription. Among the largest donors are the Northern Lumber Co., \$1500; the Cloquet Lumber Co., \$1500, including six building lots valued at \$500; the Johnson-Wentworth Lumber Co., \$500; Mrs. George S. Shaw, \$1000; and Mrs. J. E. Lynds, \$500. \$3000 was raised by popular subscriptions of from \$1 to \$100 each.

CROOKSTON. *Public Library*. \$1000, for library purposes, raised by popular subscription.

LITTLE FALLS. *Public Library*. \$10,000, March 13, 1902, for a building, from Andrew Carnegie.

NORTHFIELD. *St. Olaf College Library*. New library building, to be erected, from Consul Halle Steensland, of Madison, Wis.

RED WING. *Public Library*. \$15,000, Dec. 17, 1901, for a building, from Andrew Carnegie. Accepted Jan. 4, 1902.

— Site, lot 96 x 120 feet, facing the public park, for new Carnegie library building, value not stated, from James L. Lawther, in memory of his son.

SLEEPY EYE. *Dyckman Free Library*. \$2000, above former report, towards a public library building, from F. H. Dyckman, of Orange, N. J.

— \$1500, for a purchase fund for books, raised by popular subscription.

STILLWATER. *Public Library*. \$25,000, July 16, 1901, for a building, from Andrew Carnegie.

WINONA. *Free Public Library*. Library building, cost, including equipment, etc., \$50,000, from William Harris Laird. Presented to the city Jan. 21, 1899, previously unreported.

#### MISSOURI.

COLUMBIA. *State Historical Society of Missouri Library*. Gift of the Sampson collection numbering 1886 volumes and 14,280 pamphlets relating to Missouri and the Mississippi Valley, the result of thirty-three years of collecting, from F. A. Sampson, of Sedalia.

— 1343 volumes, 3678 pamphlets, and 125 charts, from the Sedalia Natural History Society.

— Gift of a Masonic library of 300 volumes, from the Sedalia Masonic Lodge, No. 236. The Society's collections, consisting mainly of the three gifts just named are popularly estimated to be worth \$25,000.

JOPLIN. *Public Library*. \$40,000, Aug. 7, 1901, for a building, from Andrew Carnegie.

KANSAS CITY. *Public Library*. Nelson Gallery of Art, valued at \$7500, housed in the library building, from William Rockhill Nelson.

ST. JOSEPH. *Public Library*. About \$1000, raised by popular subscription, through efforts of three women's clubs.

— 1000 volumes, from Captain Albert Head.

SEDALIA. *Carnegie Library*. More than 100 framed photographs of European art and scenes, from Mrs. Smith and Mrs. Cotton.

SOUTH ST. JOSEPH. *Free Public Library*. Site for new Carnegie library building, value not stated—branch of St. Joseph Free Public Library—from South St. Joseph Town Co.

#### MONTANA.

BILLINGS. *Parmy Billings Memorial Library*. New library building (dedicated, Oct. 1, 1901), from Frederick Billings, Jr., of New York.

BOZEMAN. *Public Library*. \$15,000, March 13, 1902, for a building, from Andrew Carnegie. This gift was accepted March 25.

DEER LODGE. *Public Library*. \$20,000, for a building, from Conrad Kohrs, as a memorial to his son, William K. Kohrs. Accepted, Nov. 16, 1901.

— *State Prison*. \$5000, for purchase of books for a library, from William A. Clark, Jr., of Butte.

DILLON. *Public Library*. \$7500, Jan. 26, 1902, for a building, from Andrew Carnegie.

GREAT FALLS. *Public Library*. \$30,000, July 9, 1901, for a building, from Andrew Carnegie. Accepted July 16.

— \$1000, to be expended in the purchase of books, from G. M. Hyams.

HELENA. *Public Library*. \$30,000, for a building, from Andrew Carnegie. The gift has been accepted.

KALISPELL. *Public Library*. \$10,000, Dec. 28, 1901, for a building, from Andrew Carnegie. The city already expends \$1000 yearly for library maintenance.

MILES CITY. *Public Library*. \$10,000, Aug. 1, 1901, for a building, from Andrew Carnegie.

#### NEBRASKA.

BEATRICE. *Public Library*. \$20,000, March 13, 1902, for a building, from Andrew Carnegie. This gift was accepted March 25.

FREMONT. *Public Library*. \$15,000, Jan. 4, 1902, for a building, from Andrew Carnegie.

— \$3000, for purchase of new books, raised by popular subscription. The rent for one year was donated by L. M. Keene.

GRAND ISLAND. *Public Library*. \$20,000, Feb. 7, 1902, for a building, from Andrew Carnegie.

LINCOLN. *Nebraska Public Library Commission*. About 350 volumes, from the Nebraska Federation of Women's Clubs, on condition that the Commission maintain a system of especial loans to study clubs.

SOUTH OMAHA. *Public Library*, \$50,000, for a building, from Andrew Carnegie. Accepted Oct. 14, 1901.

YORK. *City Library*. Bequest of one cow, from Mrs. George W. Woods.

NEVADA.

RENO. *Public Library*. \$15,000, March 13, 1902, for a building, from Andrew Carnegie.

NEW HAMPSHIRE.

CONCORD. *St. Paul's School*. Memorial library building, costing about \$150,000, from George R. and William C. Sheldon. It was dedicated in June, 1901.

CONWAY. *Jenks Memorial Library*. Library building costing about \$50,000, from Mrs. Jenks, as a memorial to her husband, Dr. Thomas L. Jenks, of Boston. The building was dedicated June 13, 1901.

DOVER. *Public Library*. \$30,000, May 1, 1902, for a building, from Andrew Carnegie.

— Collection of music and music books numbering 1000 volumes, scores, etc., including rare scores and original editions, from John W. Tufts, of Boston, Mass.

— Gift of nearly 500 books and pamphlets of local history, a collection of great value, from E. R. Brown.

DUBLIN. *H. P. Farnham Memorial Library*. Library building, costing over \$20,000, together with an annual endowment of \$3000 for heat, light, and repairs, from Mrs. H. P. Farnham, of New York. The building was dedicated June 30, 1901.

EXETER. *Public Library*. Bequest of 1800 volumes and many valuable pamphlets, the private library of the late John T. Perry. The books will have separate shelving and will be designated as the "Perry Collection."

HAMPTON FALLS. *Public Library*. Building, formerly occupied by the Christian Chapel, for library purposes, from John T. Brown, of Newburyport, Mass. Turned over to the town Aug. 30, 1901.

LITTLETON. *Public Library*. \$15,000, March 13, 1902, for a building, from Andrew Carnegie.

MEREDITH. *B. M. Smith Memorial Library*. A new building, costing between \$12,000 and \$15,000, from Mrs. B. M. Smith. The building was dedicated June 17, 1901.

NASHUA. *Public Library*. Gift of \$50,000, for a public library building, as a memorial to John M. Hunt, from Mrs. Hunt and her daughter, Miss Mary E. Hunt. A site has been purchased at a cost of \$35,000 and the building is now being erected.

PETERBORO. *Town Library*. \$5000, Feb. 19, 1902, for a building, from Andrew Carnegie.

SOMERSWORTH. *Public Library*. \$15,000, for a building, from Andrew Carnegie.

WEST SWANZEY. *Stratton Free Library*. Bequest of library building and its contents, together with \$5000 as a fund for the maintenance of the library and building, from George W. Stratton, of Boston.

NEW JERSEY.

EAST ORANGE. *Free Public Library*. New library building (corner-stone laid Oct. 29, 1901), by Andrew Carnegie.

HACKENSACK. *Johnson Public Library*. New library building, cost including equipment about \$60,000, from W. M. Johnson, First Assistant Postmaster General. The building was dedicated Oct. 5, 1901, and the library opened for regular work two days later.

— 812 volumes, from William M. Johnson.

— 484 volumes, from the Hackensack Library Association.

JERSEY CITY. *Free Public Library*. Large and valuable collection of minerals, shells, curios, etc., from David W. Lawrence.

— 1705 volumes and 2352 pamphlets, forming the valuable scientific library of the late L. B. Ward, from his estate.

MADISON. *Drew Theological Seminary Library*. 2360 volumes, the library of the late Prof. George R. Crooks; \$600 of the purchase money was contributed by friends of the seminary.

NEW BRUNSWICK. *Free Public Library*. \$50,000, March 15, 1902, for a building, from Andrew Carnegie. This gift was accepted March 30.

— *Gardner A. Sage Library*. Bequest of 410 volumes and pamphlets, from Rev. John A. Todd, of Tarrytown, N. Y.

— *Rutgers College Library*. Bequest of about 3000 volumes, from Rev. John A. Todd, D.D., of Tarrytown, N. Y.

NEWARK. *Free Public Library*. 500 volumes for the juvenile library, from R. C. Jenkinson.

— 366 volumes, from James E. Howell.

ORANGE. *Free Library*. \$1000, for the purchase of new books, from Henry Graves.

— Over 1150 volumes, valued at about \$8000, the entire library of the late Daniel Addison Heald, from his three surviving children.

PASSAIC. *Jane Watson Reid Memorial Library*. \$105,000 (offered Nov. 19, 1901), for a public library building at the Passaic suburb of Dundee, from Peter Reid, upon condition that the building shall be known as the "Jane Watson Reid Memorial Library," and that the building shall have suitable rooms for the assistance and proper instruction of the young people of that section of the city.

— \$2000, for the purchase of books, from Peter Reid.

PATERSON. *Free Public Library*. \$100,000, for a new library building, to replace the one destroyed by fire, Feb. 8, 1902, from Mrs. Mary E. Ryle, as a memorial to her father, Charles Danforth. Gift accepted Feb. 18, 1902, with expressions of sincere gratitude. Mrs. Ryle's previous gifts of house and land, remodeling and furnishing, and the enlargement of the old building, amounted to about \$85,000.

PERTH AMBOY. *Free Public Library*. Library site valued at about \$12,500, Jan. 19,

- 1902, for the new Carnegie library building, from Cortlandt Parker, of Newark, upon condition that the property shall always be used for the purposes of the Free Public Library.
- Site for the proposed Carnegie library building, valued at \$5000, offered Feb. 14, 1902, and accepted the same date, from Leonard and Adolph Lewisohn and James C. McCoy.
- PLAINFIELD. *Public Library*. Valuable collection of more than 5000 butterflies, arranged in eight cases and valued at over \$10,000, from ex-Mayor Andrew Gilbert. The collection will be exhibited in the art gallery.
- PRINCETON. *Princeton Theological Seminary*. 1210 volumes, a part of the library of Prof. Samuel Miller, the second professor of Princeton Seminary, and the great-great-grandfather of the donor, from Mr. Samuel Miller Breckinridge Long.
- Princeton University*. \$50,000, for library endowment, name of donor not stated.
- Collection of 1200 Arabic mss., on deposit, from Robert Garrett, Esq.
- 95 Babylonian cylinders and cone-shaped seals and 400 clay tablets, name of donor not stated.
- TRENTON. *Free Public Library*. The Charles Skelton library fund, amounting to about \$9000 in cash and an annual income of \$900, derived from real estate, has recently been turned over to this library by direction of the Court of Chancery. The income will be used to purchase reference books. Mr. Skelton died in 1879.
- 3000 volumes, one-half late novels, the rest representing pure and applied sciences, from F. W. Roebing.
- VINELAND. *Public Library*. Books, valued at about \$2000, from the late N. B. Webster, forming the nucleus of the library.
- WEST HOBOKEN. *Free Public Library*. \$25,000, for a building, from Andrew Carnegie.
- NEW MEXICO.
- LAS VEGAS. *Public Library*. \$10,000, March 13, 1902, for a building, from Andrew Carnegie.
- NEW YORK.
- ALBANY. *New York State Library*. Bequest of the Duncan Campbell collection of 3295 volumes, 899 pamphlets, 49 manuscripts, and 493 plates, engravings, etc., from Miss Ellen Campbell. Received June 1, 1901. This collection forms a rare and valuable addition to the library.
- 1356 volumes and 9328 pamphlets, from Walter Stanley Biscoe.
- Public Library*. \$175,000, March 14, 1902, for a building, from Andrew Carnegie, an annual maintenance fund of \$20,000 is required. Plans for the acceptance of the gift include a merger of the libraries of the Young Men's Association, the Pruyn Library, and the Albany Free Library; the erection of a central building for \$150,000; and the use of \$25,000 for the equipment of the south end (Albany Free Library) as a branch. Declined May 19, 1902.
- AMSTERDAM. *Public Library*. \$25,000, Feb. 9, 1902, for a building, from Andrew Carnegie.
- ANGELICA. *Public Library*. Library building, value not given, from Mrs. Frank Sullivan Smith, as a memorial to her mother, Lucia Cornelia Hapgood Higgins.
- BAY RIDGE. *Free Library*. Bequest of \$500, from Norris L. M. Bennett, of New Utrecht.
- BINGHAMTON. *Public Library*. \$75,000, April 28, 1902, for a building, from Andrew Carnegie.
- BROOKLYN. *Brooklyn Institute Museum Library*. 382 volumes, from Dr. James Cruikshank.
- Gift of 339 volumes, from Maria Sprague Meeker.
- Brooklyn Library*. 374 volumes, from Thomas G. Shearman's estate.
- Long Island Historical Society Library*. \$17,430, for a special endowment fund, raised by popular subscription. The following are among the largest amounts subscribed: Wilhelmus Mynderse and John J. Pierrepont, each \$5000; Frank Sherman Benson, \$1100; Charles A. Hoyt, Frank Lyman, and Henry K. Sheldon, each \$1000; subscriptions in sums less than \$500, \$3330.
- Medical Society of the County of Kings Library*. Purple collection of 4169 volumes, 14,492 pamphlets and periodicals, May 4, 1901, purchased and presented by 12 Brooklyn physicians.
- Watson collection of 4100 volumes and 1929 pamphlets and periodicals, Oct. 4, 1900, purchased and presented by 12 Brooklyn physicians.
- Gift (or loan) of 2041 volumes and 7987 pamphlets and periodicals, Oct., 1901, from the Long Island Historical Society.
- 1015 volumes, 8043 pamphlets and periodicals, from the New York Academy of Medicine, New York City.
- 838 volumes and 12,855 pamphlets and periodicals, Nov. 15, 1901, from Mrs. Alexander J. C. Skene.
- 471 volumes and 1790 pamphlets and periodicals, April 20, 1901, from Dr. Charles De Szigethy.
- 393 volumes and 3984 pamphlets and periodicals, Sept. 22, 1900, from Dr. Joseph H. Hunt.
- 362 volumes and 43 pamphlets, May 1, 1902, from Mrs. E. N. Chapman.
- 288 volumes and 731 periodicals, March 12, 1901, from Bristol Medical Library, Bristol, England.
- 269 volumes and 1045 pamphlets and peri-

- odicals, from the Northern Dispensary, of New York City.
- *Young Men's Christian Association Library*. Gift of \$500, for new books, not fiction, October, 1901, from George Foster Peabody.
- BUFFALO. Public Library.** Collection of Mexican books exhibited at the Pan-American Exposition, from the Mexican Government.
- CANANDAIGUA. Wood Library.** \$10,000, Nov. 4, 1901, for building, from Andrew Carnegie.
- CANASTOTA. Public Library.** \$10,000, Jan. 10, 1902, for a building, from Andrew Carnegie.
- CANTON. Public Library.** \$30,000, Sept. 19, 1901, for a building, from Andrew Carnegie.
- CHATHAM. Public Library.** \$15,000, Sept. 4, 1901, for a building, from Andrew Carnegie.
- COHOES. Carnegie Library.** Site for the new Carnegie library building, value not stated, from Charles R. Ford.
- Site, value not stated, for the new Carnegie library building, from Mrs. Frances V. Hubbard, in memory of her husband, the late Mayor Hubbard.
- FULTON. Public Library.** \$15,000, March 13, 1902, for a building, from Andrew Carnegie.
- GLOVERSVILLE. Public Library.** \$50,000, Jan. 21, 1902, for a building, from Andrew Carnegie; a repetition and increase of a former offer of \$50,000. The gift was accepted Feb. 17, 1902.
- GRIFFIN'S CORNERS, DELAWARE CO. Skene Memorial Library.** \$5,000, for a building, from Andrew Carnegie. No condition is attached to this gift except that the library shall be a memorial to Dr. A. J. C. Skene, of Brooklyn, N. Y., and shall bear his name.
- HAMILTON. Colgate University Library.** 543 volumes, from Joseph Spencer Kennard, D. C. L.
- Bequests of 435 volumes, from Prof. P. B. Spear, D.D.
- IRVINGTON. Public Library.** \$10,000, July 4, 1901, to establish a public library, from Frederick W. Guiteau.
- ISLIP. Public Library.** \$10,000, Oct. 23, 1901, for a building, from Andrew Carnegie.
- JOHNSTOWN. Public Library.** \$5,000, Jan. 16, 1902, for a building, from Andrew Carnegie, in addition to a former gift of \$20,000.
- KINGSTON. Public Library.** \$30,000, Jan. 7, 1902, for a building, from Andrew Carnegie.
- MOUNT VERNON. Public Library.** \$15,000, April 9, 1902, for a building, making a total of \$50,000, from Andrew Carnegie.
- NAPLES. Public Library.** \$1,000, to be used in establishing a library to be conducted in connection with the High School, to be known as the Hiram Maxfield Library, from D. H. Maxfield.
- NEW ROCHELLE. Public Library.** \$50,000, for a new library building, from Andrew Carnegie.
- As the library just before the receipt of this offer had leased quarters for 10 years and the lessor refuses to release the library the offer will pass unaccepted.
- NEW YORK CITY. Aguilar Free Library.** Bequest of \$1,000, from Theodore G. Weil.
- *American Institute of Electrical Engineers.* 3621 volumes, including 3450 pamphlets, May 17, 1901, on the early sciences, formerly belonging to Latimer Clark, one of the founders of the English Society of Telegraph Engineers, from Dr. S. S. Wheeler. This collection represents 47 years of collecting by Mr. Clark.
- *American Seamen's Friend Society.* Bequest of \$5,000, the income to be used in providing libraries for sailors, from Mrs. Cornelia C. Tompkins.
- *American Museum of Natural History Library.* 2420 volumes in the Chinese language, from China.
- Nearly 2000 volumes, pamphlets, etc., in various branches of science, from the heirs of General Egbert L. Viele.
- 300 volumes and pamphlets on conchology, valued at \$1,500, from Frederick A. Constable.
- *Columbia University Library.* Bequest of \$50,000, the income to be used in the purchase of books, from Mrs. Lura Currier, to be known as the Nathaniel Currier Fund.
- Gift (offered) of from \$3,000 to \$4,000, for the equipment of a laboratory library in history for undergraduate students, from an unnamed friend of the university. "It is not known that an experiment of this kind and of this magnitude has been made in any educational institution in this country, and the results are awaited with great interest by other departments."
- \$2,600, for the purchase of Chinese books and books about China, from the Dean Lung Fund.
- \$1,000, for current expenses of the Avery architectural library, from S. P. Avery, also about \$1,000 in addition, for special purchases for that library.
- 6,000 volumes, from the Chinese Government.
- "Clinton Papers" (costing \$2,500), embracing 1100 letters addressed to DeWitt Clinton and his letter-books, about 9,000 pages in all, from William C. Schermerhorn.
- 475 volumes, for the library of Earl Hall, from the library of the late Frederick William Dibblee, from his mother Mrs. Sarah M. Dibblee.
- 379 volumes and 778 pamphlets, from President Nicholas Murray Butler.
- 356 volumes and 1115 pamphlets, from George Watson Cole.
- Over 200 volumes of books and mss. relating to Spanish-American countries, from Prof. Arthur N. Brown, of Annapolis, Md.

- *Cooper Union Library*. Bequest of \$20,000, for a special library fund, from Oswald Ottendorfer. The recent gifts of \$300,000 from Andrew Carnegie and \$300,000 from the Cooper and Hewitt families are to be applied to the general purposes of the Cooper Union.
- *General Society of Mechanics and Tradesmen*. Bequest of \$4750, from Charles B. Haughian.
- *New York Historical Society*. Gifts aggregating \$105,000, for new library building; the largest from Miss Matilda Wolfe Bruce of \$15,000, others of \$1000 or over from William K. Vanderbilt, Charles A. Sherman, Mrs. Frederick F. Thompson, William C. Schermerhorn, Miss Caroline Phelps Stokes, Nicholas Fish, Mrs. Caroline Frederick Hoffman, Frederick Wendell Jackson, Henry Phipps, Dean Hoffman, Daniel Parrish, Jr., Miss Charlotte A. Mount, and Miss Susan Mount.
- *New York Press Club*. \$5000, Dec. 18, 1901, for the purchase of books, from Andrew Carnegie.
- *New York Public Library; Astor, Lenox, and Tilden Foundations*. 2409 volumes and 2480 pamphlets, a collection relating to economics, statistics, history of railroads in this country, etc., from Mrs. Simon Sterne.
- 1560 volumes and 1487 pamphlets, consisting of railroad reports, reports of state treasurers, auditors, etc., from H. V. and H. W. Poor.
- 520 volumes and 50 pamphlets, forming the John Robinson collection of English and American annuals, art treasures of the Paris Exposition, etc., from Mrs. Henry Draper.
- 511 volumes of newspapers, from the Long Island Historical Society.
- 990 prints, from Charles B. Curtis.
- 909 prints from R. H. Storer.
- 628 or more prints, from James D. Smillie.
- 400 prints, from S. P. Avery.
- *New York Society Library*. Bequest, from Charles H. Contoit; the final \$5000 of this bequest has recently been paid to the library. The whole amount received from this source has been \$142,504.86.
- 850 volumes, from the library of the late John R. Broadhead, the well-known historian of New York State.
- *New York University Library*. 2485 volumes, some of them private and limited editions of rare works of American history and literature, from William Frederick Havemeyer.
- 2363 volumes, from Miss Helen Miller Gould.
- Bequest of 1685 volumes of German literature, from the Hon. Oswald Ottendorfer.
- 1308 volumes, from Rev. Charles R. and Prof. W. K. Gillett.
- 619 volumes of American history, from the members of the Council of New York University.
- 256 volumes, from Prof. John James Stevenson.
- 253 volumes, from Mrs. A. B. Smith.
- NEWARK. *Public Library*. Memorial window, of the value of \$1500, from Henry C. Reid, of Evanston, Ill., in memory of his wife.
- NIAGARA FALLS. *Public Library*. \$50,000, for a building, from Andrew Carnegie.
- NORWICH. *Public Library*. Bequest of real and personal property, value not stated, for library purposes, from Mrs. Jane M. Guernsey. Various conditions are attached to this bequest.
- NYACK. *Public Library*. \$15,000, Dec. 23, 1902, for a building, from Andrew Carnegie. The three corporations of Nyack, South Nyack, and Upper Nyack already contribute \$1200 annually, rendering acceptance almost certain.
- ONEIDA. *Public Library*. \$11,000, Dec. 31, 1901, for a building, from Andrew Carnegie.
- PENN YAN. *Public Library*. \$1500, towards new building, from Mr. and Mrs. H. K. Armstrong, provided \$10,000 be raised for the purpose.
- \$2500, towards building, from Charles Curtis, of New York, on condition that \$10,000 be raised for the purpose.
- PINE HILL. *Public Library*. New public library building, to be erected, cost not stated, from Henry Morton, President of the Stevens Institute, as a memorial to his wife, who died at Pine Hill last summer.
- PORT JERVIS. *Public Library*. \$10,000, for a new building, in addition to his previous gift of \$20,000, making a total of \$30,000, by Andrew Carnegie.
- Site for the new library building, value not stated, by Peter F. Farnum.
- PORT WASHINGTON. *Public Library*. Gymnasium and library building, cost not stated, from Howard Gould; the people will be asked to vote upon a suitable site and arrange for the care of the property.
- POUGHKEEPSIE. *Vassar College Library*. A fund for a new library building, announced May 2, 1902, name of donor withheld.
- ROSLYN, L. I. *William Cullen Bryant Library*. \$1500, raised by popular subscription through the efforts of Mrs. Clarence Mackay.
- About 1000 volumes, from Mr. Bryant's Cedarmere library, from Mrs. Clarence Mackay.
- SANDY HILL. *Public Library*. \$10,000, May 2, 1902, for a building, from Andrew Carnegie.
- SARATOGA. *Public Library*. \$10,000, March 13, 1902, for a building, from Andrew Carnegie.
- SARATOGA SPRINGS. *Public Library*. \$20,000,



Jan. 7, 1902, for a building, from Andrew Carnegie.

SCHENECTADY. *Public Library*. Bequest of \$10,000, from John E. Ellis, of New York.

SYRACUSE. *Syracuse University Library*. \$500 and a set of the Jesuit Relations, of 73 volumes, from Theodore Irwin, of Oswego.

WATERTOWN. *Flower Memorial Library*. A site, value not stated, in addition to her gift of \$200,000, for a memorial library building, from Mrs. Emma Flower Taylor.

WATERVLIET. *Public Library*. \$20,000, Feb. 10, 1902, for a building, from Andrew Carnegie.

#### NORTH CAROLINA.

CHAPEL HILL. *University of North Carolina*. \$550, for recataloging purposes, from the Dialectic and Philanthropic Literary Societies, by which the library is endowed.

CHARLOTTE. *Public Library*. \$5,000, Oct. 13, 1901, for a public library building, in addition to former gift of \$20,000, from Andrew Carnegie.

DURHAM. *Trinity College Library*. New library building and equipment, to cost about \$70,000 (instead of \$50,000, as previously reported), from James B. Duke.

GREENSBORO. *Public Library*. \$30,000, May 3, 1902, for a building, from Andrew Carnegie.

#### NORTH DAKOTA.

FARGO. *Public Library*. \$20,000, for a building, from Andrew Carnegie.

GRAND FORKS. *Public Library*. \$20,000, for a building, from Andrew Carnegie.

VALLEY CITY. *Public Library*. \$15,000, July 20, 1901, for a building, from Andrew Carnegie.

#### OHIO.

AKRON. *Public Library*. \$50,000, for a building to serve the double purpose of a library and club for boys and young men, from Col. George T. Goodrich, on condition that an endowment fund of \$30,000 be raised and a site furnished by the city. The city offers a site in Bierce Park.

—\$70,000, Dec. 23, 1901, for a building, from Andrew Carnegie.

ASHTABULA. *Free Public Library*. Bequest value not stated, of her entire estate, from Maria Conklin, to "erect and construct in whole or in part a suitable building for the Free Public Library to be known as the 'Conklin Library Building.'"

BARBERTON. *Public Library*. Library, with furniture, and several thousand books, in rented quarters, from Ohio C. Barber, President of the Diamond Match Company.

CINCINNATI. *Lloyd Library*. This library, of about 15,000 to 20,000 volumes and pamphlets, devoted to botany, pharmacy, chemistry and allied sciences, has been thrown

open to the public and is pledged to be donated intact to science. It will finally be placed in the university best calculated to serve science.

—*Public Library*. \$180,000, April 9, 1902, for six branch libraries, in various parts of the city, from Andrew Carnegie. This gift has been accepted. Recent legislation authorizes the city to issue \$180,000 in bonds, the money so raised to be expended for the purchase of sites and the equipment of the Carnegie branches.

—Gift of two sites for the Carnegie branch libraries, worth from \$5,000 to \$10,000 each.

—\$1,600, for the library for the blind, by various donors.

—Gifts aggregating \$1,582, from numerous donors; four of \$100 each.

—*Schmidtlaapp Memorial Library*. \$100,000, for the erection of a memorial library building, devoted exclusively to art on ground set apart for art purposes in Eden Park, by J. G. Schmidtlaapp.

CLEVELAND. *Adelbert College Library*. \$1,000, from Hon. John Hay, Secretary of State, Washington, D. C.

—Set of "The Jesuit Relations;" edited by Reuben Gold Thwaites (73 vols.), from alumni and friends.

COLUMBUS. *Public Library*. \$150,000, Jan. 1, 1902, for a building, from Andrew Carnegie, on condition that a yearly maintenance of \$20,000 be guaranteed. The gift has been accepted.

DELAWARE. *Ohio Wesleyan University*. Bequest of 600 volumes, largely of classical works and a splendid collection of English grammars, from Prof. W. G. Williams.

GALION. *Public Library*. \$15,000, April 15, 1902, for a building, from Andrew Carnegie.

GAMBIER. *Kenyon College Library*. \$17,500, in property and money, the income to be spent for books and \$13,000 to build a new stack-room, from James P. Stephens (Class '59), Trenton, N. J.

GREENVILLE. *Carnegie Library*. \$10,000, for a building, in addition to the original gift of \$15,000, from Andrew Carnegie.

KALISHEL. *Public Library*. \$10,000, for a building, from Andrew Carnegie.

KENT. *Free Public Library*. \$10,000, Sept. 1, 1901, for a building, from Andrew Carnegie.

—A site, valued at \$3,000, for the new Carnegie building, from Hon. Marvin Kent.

KENTON. *Public Library*. \$17,500, Jan. 24, 1902, for a building, from Andrew Carnegie, on condition that the town grant a yearly maintenance of \$1,750, provide a building site, and secure an endowment of \$10,000.

—\$10,000, offered as an endowment fund, by Lewis Merriman.

—\$5,000, offered as an endowment fund, from an anonymous donor.

**MANSFIELD.** *City Library.* Bequest of \$5000, by will filed Sept. 9, 1901, from John C. Larwell.

**NEWPORT.** *Public Library.* \$6500, Jan. 10, 1902, for a building, from Andrew Carnegie, in addition to a former gift.

**PORTSMOUTH.** *Public Library.* \$50,000, July 18, 1901, for a building, from Andrew Carnegie. This gift has been accepted.

**WASHINGTON.** *Public Library.* \$12,000, Jan. 15, 1902, for a building, from Andrew Carnegie.

**WELLINGTON.** *Public Library.* New library building, to cost \$15,000, from Col. Myron T. Herrick, as a memorial to his father and mother.

— *Public Library.* \$10,000, Feb. 7, 1902, for a building, from Andrew Carnegie. Accepted March 3.

**XENIA.** *Public Library.* \$20,000, Jan. 27, 1902, for a building, from Andrew Carnegie. The city already appropriates about \$2000 yearly for library maintenance.

#### OKLAHOMA TERRITORY.

**GUTHRIE.** *Public Library.* \$20,000, for a building, from Andrew Carnegie. Accepted by the city council in Oct., 1901.

— \$6000, additional, March 22, 1902, for a building, making a total of \$26,000, from Andrew Carnegie.

#### OREGON.

**FULTON.** *Public Library.* Library building, by the boys of Fulton.

#### PENNSYLVANIA.

**BEAVER.** *Public Library.* \$50,000, for a building, by Andrew Carnegie.

**BESSEMER.** *Public Library.* \$30,000, Feb. 20, 1902, for a building, from Andrew Carnegie.

**BRYN MAWR.** *Bryn Mawr College Library.* \$1258.70, for books, apportioned among various departments, from a friend of the college.

**GROVE CITY.** *Public Library.* Site for the new Carnegie library building, from J. N. Pew.

**HAVERFORD.** *Haverford College Library.* 400 cuneiform clay tablets, from Babylonia, all in the Assyrian language, from T. Wister Brown, of Philadelphia. They are to be known as the "Haverford Library Babylonian Collection"—average date 2500 B. C. — 350 volumes, chiefly scientific works, from the library of the late Prof. Edward Drinker Cope, from Mrs. Cope.

**JENKINTOWN.** *Public Library.* \$1500, raised by popular subscription.

**KENNETT SQUARE.** *Bayard Taylor Memorial Library.* \$1000, from Gen. William Palmer, of Colorado Springs, Colorado.

**McKEE'S ROCKS.** *Public Library.* \$20,000, for a building, from Andrew Carnegie.

**MEDIA.** *Free Library.* Gift (or loan) of 400

volumes, from the Friends' Free Reading Room.

**NEWCASTLE.** *Public Library.* \$40,000, for a building, by Andrew Carnegie. This gift has been declined.

**NORRISTOWN.** *Public Library.* \$50,000, for a building, from Andrew Carnegie. Accepted May 3, 1901. The collection of the present Norristown Library Company is to be merged into the new institution. Unsuccessful injunction proceedings were instituted to prevent acceptance.

**PAULSBORO.** *Public Library.* 1000 volumes, from the Powder Company.

**PHILADELPHIA.** *College of Physicians Library.* \$1000, from Dr. William W. Keen.

— Bequest of 1500 volumes, from Dr. John Ashhurst, Jr.

— The library of 1500 volumes of the late Dr. J. Stockton Hough, unique collection of rare and early medical works, in part by subscription as follows: Dr. G. Fales Baker, \$500; Dr. S. Weir Mitchell, \$200; Dr. John K. Mitchell, \$200.

— *Drexel Institute Library.* 915 volumes, Feb., 1902, from George W. Childs Drexel, of the *Public Ledger*.

— *Franklin Institute Library.* \$10,840, added to the permanent funds of the institute, from the subscribers to the National Export Exposition, 1899.

— *Free Library of Philadelphia.* Books, at a cost of \$1476.31, from P. A. B. Widener.

— Books, costing \$500, from Messrs. William S. Cramp & Sons.

— *Historical Society of Pennsylvania.* Bequest of \$5000, from Howard Williams Floyd.

— About 600 bound volumes, from Mrs. Charles J. Stillé.

— *Library Company of Philadelphia.* \$5000, from Henry C. Lea.

— *University of Pennsylvania Library.* Gifts of various funds amounting to \$4000, to complete files of medical, mathematical, and chemical periodicals and the series of the Calendars of State Papers and the English Rolls Series, from friends of the university.

— Gift of the non-medical portion of the J. Stockton Hough collection, particularly valuable for its bibliographical section and containing 26 specimens of incunabula, from a number of gentlemen who gave the funds necessary for the purchase.

**SHARON.** *Public Library.* \$200,000, for a building, from Frank H. Buhl, President of the Sharon Steel Co.

**TITUSVILLE.** *Public Library.* \$25,000, offered for a building, from W. S. and R. D. Benson, of Passaic, N. J., and their sister, Mrs. C. F. Emerson, as a memorial to their parents and to be known as the Benson Memorial Library.

RHODE ISLAND.

NEWPORT. *Redwood Library*. Bequest of \$5000, from George H. Norman.

PROVIDENCE. *Brown University Library*. Gift of \$2500, for a fund for the purchase of books for the classical departments, from James Tucker, Jr.

—310 volumes, to the Wheaton collection of international law, from William Vail Kellen, Ph.D.

—5000 manuscript pieces, to the Wheaton collection of international law, mainly the correspondence of Jonathan Russell Brown, 1791, Commissioner to negotiate the treaty of Ghent.

—Small but very valuable collection of the letters and papers of Henry Wheaton Brown, 1802.

—*Public Library*. \$1000, from Mrs. Philip Allen.

—*Rhode Island Historical Society Library*. Bequest of \$2000, from Esek A. Jillson.

—Bequest of about 1000 volumes, a collection on the English and American stage, formed by Charles J. Jillson, the son of the donor, Esek A. Jillson. A title list of this collection was published in the "Co-operative Bulletin of the Providence Libraries," for December, 1901.

—Large collection on American history, travels, and ethnology, valued at \$3000, from Henry R. Bartlett, as a memorial to his father, John Russell Bartlett.

WESTERLY. *Westerly Memorial and Library Association*. Bequest of \$150,000, and also many works of art, from Mrs. Harriet W. Wilcox, of Brooklyn, the income to be used in maintaining the building, library, and adjoining park.

SEABOARD.

SEABOARD. *Seaboard Air Line Travelling Libraries*. \$2000, for books, from Andrew Carnegie.

SOUTH CAROLINA.

SPARTENBURG. *Wofford College*. Bequest of his large and splendid library, number of volumes not stated, from Dr. H. Baer, of Charleston.

SOUTH DAKOTA.

MITCHELL. *Public Library*. \$10,000, Jan. 28, 1902, for a building, from Andrew Carnegie. Accepted Feb. 10, 1902.

REDFIELD. *Public Library*. \$10,000, March 13, 1902, for a building, from Andrew Carnegie.

YANKTON. *Public Library*. \$10,000, March 13, 1902, for a building, from Andrew Carnegie.

TENNESSEE.

CHATTANOOGA. "The Carnegie Library of Chattanooga, Tennessee." Gift (offered) of \$50,000, for a building, from Andrew Carnegie. Accepted Jan. 20, 1902.

KNOXVILLE. *Public Library*. \$15,000, for a building, from Andrew Carnegie, on condition that a yearly appropriation of \$3000 be guaranteed for its maintenance. This offer has been declined.

NASHVILLE. *Public Library*. \$100,000, Oct. 18, 1901, for a building, from Andrew Carnegie. Accepted Nov. 14, 1901. The Howard Library voted, Dec. 5, 1901, to turn all its property over to this library.

—A site for the new library building, value not stated, by J. Edgar McLehanen. Accepted Jan. 20, 1902.

SEWANEE. *University of the South*. \$6000, for equipping Convocation Hall as a library, the donor's name withheld.

TEXAS.

BIG SPRINGS. *Public Library*. \$4000, for a public library building, also a site for the same, from The Texas and Pacific Railroad Company.

—\$1000, towards a building, from Miss Helen Miller Gould.

—\$1000, towards a building, raised by popular subscription.

BRYAN. *Public Library*. \$10,000, April 16, 1902, for a building, from Andrew Carnegie.

DALLAS. *Public Library*. New library building, costing \$50,000 (dedicated Oct. 29, 1901), from Andrew Carnegie.

—Site for new Carnegie building (cost \$9525), largely raised by public contributions.

EL PASO. *Public Library*. \$35,000, Jan. 15, 1902, for a building, from Andrew Carnegie.

FORT WORTH. *Carnegie Public Library*. Gift of new building (formally opened Oct. 17, 1901) from Andrew Carnegie.

GEORGETOWN. *Southwestern University Library*. \$1000, from Mrs. Viola Hunt, of Dallas.

HOUSTON. *Public Library*. \$6000, for a book fund for children's books and periodicals, in memory of his little daughter, from N. S. Meldrum.

SANTA ANNA. *Public Library*. \$15,000, Feb. 3, 1902, for a building, from Andrew Carnegie.

TEMPLE. *Public Library*. \$10,000, Jan. 27, 1902, for a building, from Andrew Carnegie.

WACO. *Baylor University*. A \$75,000 library building and chapel, from Frank L. Carroll. Cornerstone laid March 3, 1902.

UTAH.

SALT LAKE CITY. *Latter-Day Saints College Library*. \$1000, for purchase of text-books on natural science, from Ezra T. Clark, of Farmington.

—*Travelling Library Committee*. \$500, from George Foster Peabody, of New York, bringing his gifts up to \$700. This gift assures the life and growth of these libraries for three years.

## VERMONT.

- BRANDON. *Free Library*. \$875, raised by popular subscription, \$300 being given by a non-resident.
- BRATTLEBORO. *Free Library*. \$500, from Dorman B. Eaton.  
— \$500, from Rev. George L. Walker.
- BURLINGTON. *Fletcher Free Library*. \$50,000, Aug. 7, 1901, for a building, from Andrew Carnegie. Accepted Aug. 14th. The building is to be begun the present month, June, 1902.
- DERBY LINE. *Public Library*. \$50,000; \$25,000 for a library building, \$15,000 for furnishings, books, etc., and \$10,000 for an endowment, from M. M. Haskell.
- ENOSBURGH. *Public Library*. \$700, from the Ladies' Improvement Society.
- GRAFTON. *Public Library*. \$500, from Mrs. L. B. Daniels.
- GUILDHALL. *Public Library*. New library building, with site, and about 500 volumes, from Col. E. C. Benton, of Boston. This building was dedicated July 10, 1901.
- HARTFORD. *Wilder Club and Library*. \$1200, from the friends of the founder.
- LUDLOW. *Fletcher Memorial Library*. New library building, costing upward of \$100,000 (dedicated Nov. 1, 1901), from Hon. Allen M. Fletcher, of New York City, formerly of Indianapolis, Ind.
- MONTPELIER. *Kellogg-Hubbard Library*. \$973, from the Ladies' Library Guild.  
— \$706, from the Ladies' Library League.
- NEWFANE. *Moore Public Library*. Library building, valued at \$9000, 2100 volumes, and \$2000 for an endowment, from Mrs. Philura C. Moore.
- NORTHFIELD. *Norwich University*. Valuable library of the late Orlando Dana Miller, from his daughters, Lizzie B. and Eva B. Miller, South Merrimack, N. H.
- NORWICH. *Public Library*. New library building, cost not stated, erected by popular subscription.
- PUTNEY. *Public Library*. \$500, from C. W. Kimball.
- RANDOLPH. *Kimball Public Library*. \$10,000 toward a new library building (offered) by Col. Robert J. Kimball, provided the town will furnish a site without drawing upon the present library fund.  
— \$3300, from Mrs. Sarah J. Crocker.
- READING. *Free Library*. Library building, costing \$5000, from Hon. Gilbert A. Davis, of Windsor.
- RICHFORD. *Arvina A. Brown Public Library*. \$500, from Hon. S. P. Carpenter.
- SHELDON. *Free Library*. \$3000, from Jonathan Northrop.
- ST. ALBANS. *Free Library*. Bequest of a library building, to cost \$25,000, from Hon. J. Gregory Smith, instead of \$10,000, as previously reported.
- WASHINGTON. *Public Library*. \$700, from Mrs. H. A. White.
- WEATHERSFIELD. *Proctor Library*. Building, cost not given, from B. Frank Blood, of Waltham, Mass., to be called the Proctor Library, in honor of his grandfather, an old-time resident.
- WINSOR. *Mary L. Blood Memorial Library*. Memorial library building, costing about \$4000, together with \$3000 for the purchase of books and library repairs, by Benjamin F. Blood, of Waltham, Mass.
- WEYBRIDGE. *Cotton Free Public Library*. Bequest of \$4000, from Joshua F. Cotton.  
— 330 volumes, from Benjamin W. Dodge.

## VIRGINIA.

- CHARLOTTESVILLE. *University of Virginia Library*. 341 volumes, from Robert M. Hughes, Esq., of Norfolk, Va.
- HAMPTON. *Normal and Agricultural Institute Library*. Gift (offered) of \$100,000, for the erection and equipment of a library building, to be known as the "C. P. Huntington Library," from his widow, Mrs. Huntington. This amount will also provide a fund for carrying on its work. Amount unreported last year.
- NORFOLK. *Carnegie Library*. Site, valued at \$15,000, for the new Carnegie library building, as a memorial to the late Dr. William Selden, the first president of the Library Association, from his children.

## WEST VIRGINIA.

- CHARLOTTESVILLE. *Public Library*. \$20,000, for a public library building, from Andrew Carnegie.
- HUNTINGTON. *Public Library*. \$25,000, Jan. 6, 1902, toward a library building, to cost about \$80,000, from Andrew Carnegie.  
— \$10,000 additional, March 22, 1902, for a public library building, making a total of \$35,000, from Andrew Carnegie.
- MARTINSBURG. *Public Library*. \$5000, toward erection of a public library building, from an unknown lady, provided \$5000 more is raised for the same purpose in two years and site furnished.
- MORGANTOWN. *West Virginia University*. 18,000 volumes, the private library of the Hon. W. T. Willey, formerly United States Senator, from his heirs. The library is invaluable because of its completeness in the early history of West Virginia.

## WISCONSIN.

- BARABOO. *Public Library*. \$12,000, March 13, 1902, for a public library building, from Andrew Carnegie.
- BELOIT. *Public Library*. \$25,000, Aug. 30, 1901, for a building, from Andrew Carnegie. This offer was accepted Sept. 3.
- CHIPPEWA FALLS. *Public Library*. \$20,000, Feb. 17, 1902, for a building, from Andrew Carnegie.

- EAU CLAIRE. Public Library.** \$40,000, for a building, from Andrew Carnegie.
- FOND DU LAC. Public Library.** \$30,000, Feb. 8, 1902, for a building, from Andrew Carnegie. This gift has been accepted.
- \$6000, for site of the new Carnegie library building, raised by popular subscription by women's clubs.
- GRAND RAPIDS. J. D. Witter Free Travelling Libraries.** Bequest of \$5000, to maintain a system of travelling libraries for Wood County, from J. D. Witter.
- T. B. Scott Public Library.* Bequest of \$5000, for a library endowment fund, from J. D. Witter. Mr. Witter had previously given \$5000 for the same purpose.
- GREEN BAY. Kellogg Library.** \$5000, Oct. 14, 1901, for a building, in addition to a former gift of \$20,000, from Andrew Carnegie.
- LANCASTER. Public Library.** \$1500, for library purposes, raised by popular subscription.
- MADISON. Public Library.** \$75,000, Dec. 30, 1901, for a building, from Andrew Carnegie. Accepted Jan. 10, 1902.
- State Historical Society.* 694 volumes, mostly English literature, from Mrs. Charles Kendall Adams.
  - 172 volumes and 785 pieces of unbound music, the musical library of the late Prof. James S. Smith.
  - A deposit of 723 bound volumes and 550 pamphlets and newspaper files on Mormon history, from Albert Theodore Schroeder, of Salt Lake City, Utah. This collection probably will be later presented to the library.
  - \$4000, for a fund for the purchase of books on art or of objects of art for the museum, from Mrs. Charles Kendall Adams.
  - University of Wisconsin Library.* 2300 volumes, a portion of his private library, from Dr. Charles Kendall Adams, formerly president of the University of Wisconsin.
  - Wisconsin Free Library Commission.* \$895, for free travelling libraries, from citizens.
  - \$1355, for German Travelling Libraries, from citizens and libraries.
- MARINETTE. Public Library.** \$30,000, Sept. 17, 1901, for a building and site, from Isaac Stephenson, on condition that the city puts itself under bonds to appropriate at least \$3000 yearly for its support. This offer was unanimously accepted by the common council on Oct. 2.
- MILWAUKEE. Public Library.** \$10,000, from Mrs. Antoinette Keenan. This amount has been devoted to a special collection of works on literature, kept in a separate room, and known as the "Matthew Keenan Memorial Collection."
- Pair of beautiful bronze electroliers, April 26, 1892, from Judge J. M. Pereles, the retiring president of the Library Board.
- MONROE. Public Library.** \$20,000, March 19, 1902, for a building, from Andrew Carnegie.
- NEENAH. Public Library.** \$10,000, Oct. 17, 1901, towards a building, from Andrew Carnegie.
- \$15,000 additional to Carnegie gift, towards a building, raised by popular subscription.
  - Gift of an appropriate library site, valued at \$3000, from Mrs. Theda Clark Peters.
- NEW LONDON. Public Library.** A collection of German books, number of volumes not stated, from Senator W. H. Hatten.
- OCONTO. Public Library.** \$15,000, for a building, from James Farnsworth, of Chicago, Ill., provided the city furnishes a site and \$1500 annually for maintenance.
- PORTAGE. Public Library.** Bequest of \$5000, from Mrs. George Krech. \$2000 has already been turned over to the library, the remainder will be paid when the estate is closed.
- Nearly 2000 volumes, from the Free Library Association, an organization of ladies.
  - 500 books, from Miss Maria Austin.
- RACINE. Public Library.** \$50,000, Aug. 5, 1901, for a building, from Andrew Carnegie. Accepted Dec. 12, 1901.
- \$9500, for site for new Carnegie library building, raised by popular subscription.
- RIPON. Public Library.** \$10,000, April 15, 1901, for a building, from Andrew Carnegie.
- SHEBOYGAN. Public Library.** \$10,000 additional, March 17, 1902, for a building, making a total of \$35,000, from Andrew Carnegie. The city council has agreed to appropriate \$3500 yearly for maintenance.
- SPARTA. Public Library.** \$10,000, Feb. 12, 1902, for a building, from Andrew Carnegie.
- STANLEY. Moon Memorial Library.** New library building, cost not stated, from Mrs. Sarah F. Moon, of Eau Claire, as a memorial to her late husband, Delos R. Moon. It was dedicated Dec. 17, 1901.
- Public Library.* \$500, for the purchase of books, from S. T. McKnight.
- STEVENS POINT. Public Library.** \$20,000, for a public library building, from Andrew Carnegie.
- \$3000, for a site for the new Carnegie library building, raised by popular subscription.
- WAUKESHA. Public Library.** \$15,000, March 13, 1902, for a building, from Andrew Carnegie.
- WAUSAUKEE. Public Library.** Public library, reading-room, and gymnasium building, to cost \$5000, from H. P. Bird.
- \$1000, for the purchase of books, from H. P. Bird.
- WEST SUPERIOR. Public Library.** Site, value not stated, for the new Carnegie library building, from the estate of John H. Hammond and money raised by popular subscription.

WHITEWATER. *Public Library*. Bequest of \$17,000, from Miss Flavia White, of St. Paul, Minn., upon condition that the greater part be used to erect a new library building on the site of the present one.

PORTO RICO.

SAN JUAN. *Public Library*. \$60,000, July 30, 1901, for a building, from Andrew Carnegie. The city council has agreed to appropriate \$6000 annually for library maintenance.

— \$100,000, for a building, from Andrew Carnegie, provided the city appropriate \$6000 annually for its maintenance, "supplemented by action on the part of the insular legislature, bringing the total up to \$8000 or \$9000." The building will be erected fronting on Plaza Colon.

CUBA.

HAVANA. *Public Library*. \$250,000, for a library building from Andrew Carnegie.

— Over 3000 volumes, only 300 of which are bound, from Señor Figarola Canedo.

DOMINION OF CANADA.

BRITISH COLUMBIA. VICTORIA. *Public Library*. \$50,000, March 13, 1902, for a building, from Andrew Carnegie.

MANITOBA, WINNIPEG. *Public Library*. \$100,000, July 25, 1901, for a building, from Andrew Carnegie. This gift was accepted Feb. 10, 1902.

ONTARIO, BELLVILLE. Public library building, offered by Gilbert Parker, the novelist.

— BERLIN. *Public Library*. \$15,000, March 13, 1902, for a building, from Andrew Carnegie.

— COLLINGWOOD. *Public Library*. \$10,000, July, 24, 1901, for a building, from Andrew Carnegie.

— CORNWALL. *Public Library*. \$7000, for a building, from Andrew Carnegie.

— GALT. *Public Library*. \$17,500, April 17, 1902, for a building, from Andrew Carnegie.

— GODERICH. *Public Library*. \$10,000, March 13, 1902, for a building, from Andrew Carnegie.

— GUELPH. *Public Library*. \$20,000, Jan., 1902, for a building, from Andrew Carnegie.

— KINGSTON. *Queens University Library*. Fine set of Canadian historical portraits, valued at \$5000, from Gilbert Parker, the novelist.

— LINDSAY. *Public Library*. \$10,000, Jan., 1902, for building, from Andrew Carnegie.

— LONDON. *Public Library*. \$10,000, March 13, 1902, for a building, from Andrew Carnegie.

— MONTREAL. *McGill University Library*. \$20,000, for the purchase of books required in the regular university course, from Sir William MacDonald.

— MONTREAL. *Public Library*. \$150,000, Aug.

4, 1901, for a building, from Andrew Carnegie.

— PEMBROKE. *Public Library*. \$10,000, July 16, 1901, for a building, from Andrew Carnegie.

— ST. CATHERINE'S. *Public Library*. \$20,000, Jan. 2, 1902, for a building, from Andrew Carnegie.

— ST. THOMAS. *Public Library*. \$15,000, March 13, 1902, for a building, from Andrew Carnegie.

— SARNIA. *Public Library*. \$15,000, Jan. 20, 1902, for a building, from Andrew Carnegie.

— SMITH'S FALLS. *Public Library*. \$10,000, Jan. 31, 1902, for a building, from Andrew Carnegie.

— STRATFORD. *Public Library*. \$12,000, Dec. 25, 1901, for a building, from Andrew Carnegie.

— THOROLD. *Public Library*. \$10,000, May 1, 1902, for a building, from Andrew Carnegie.

— TORONTO. *University of Toronto Library*. \$10,000 (received), from Mr. and Mrs. Goldwin Smith.

NEWFOUNDLAND.

ST. JOHNS. *Public Library*. \$50,000, for a building, from Andrew Carnegie.

ENGLAND.

GREENWICH. *Public Library*. £10,000, for building, from Andrew Carnegie.

STRATFORD-ON-AVON. *Public Library*. Gift, April 17, 1902, amount not stated, for a building, from Andrew Carnegie, on condition that a site be furnished.

IRELAND.

WATERFORD. *Public Library*. £5000, Oct. 7, 1901, for a building, from Andrew Carnegie.

SCOTLAND.

ANNAN, DUMFRIESHIRE. *Public Library*. £3000, July 13, 1901, for a building, from Andrew Carnegie.

CLACKMANNAN. *Public Library*. £1200, for a building, from Andrew Carnegie.

COATBRIDGE, LANARK. *Public Library*. £15,000, July 12, 1901, for a building, from Andrew Carnegie.

DALKEITH. *Public Library*. £4000, Aug. 23, 1901, for a building, from Andrew Carnegie.

DUNDER. *Public Library*. £37,000, Oct. 21, 1901, for branch library buildings, from Andrew Carnegie.

GLASGOW, KINNING PARK. *Public Library*. £5000, for a building, from Andrew Carnegie.

LARBERT, STIRLINGSHIRE. *Public Library*. £3000, Sept. 8, 1901, for a building, from Andrew Carnegie.

PAISLEY. *Free Library and Museum*. £27,500, from James P. Coates, of the J. V. P. Coates Thread Mills, Pawtucket, R. I.

RUTHERGLEN, LANARKSHIRE. *Public Library*. £7500, Aug. 29, 1901, for a building, from Andrew Carnegie.

**SUMMARY, BY STATES AND COUNTRIES, OF GIFTS AND REQUESTS TO LIBRARIES.**

	No.	Gifts in money.	Money for buildings, etc.	Books.	Miscellaneous.	Carnegie gifts. No.	Am'ts.
<b>American Library Assoc.</b> .....	1	\$100,000				1	\$100,000
<b>N. Atlantic Division.</b>							
Maine.....	18	8,000	\$128,000	1,000 vols.		2	40,000
New Hampshire.....	14	8,000	350,000	3,300 vols.		4	65,000
Vermont.....	27	47,954	218,000	2,930 vols.		1	50,000
Massachusetts.....	96	310,925	735,150	8,988 vols.	art works, etc.	8	200,000
				1,567 pams.			
Rhode Island.....	10	163,500		1,310 vols.	mss.	1	
Connecticut.....	26	225,738.85	93,000	4,533 vols.		1	20,000
New York.....	99	124,780	790,000	52,330 vols.	2,927 prints, etc.	24	671,000
				68,936 pams.	mss., etc.		
New Jersey.....	28	64,000	357,500	14,997 vols.	Babylonian cylinders, etc.	2	75,000
				2,352 pams.	Babylonian cylinders, etc.	5	190,000
Pennsylvania.....	27	32,075.01	415,000	6,265 vols.	portraits, etc.		
					art books.	2	35,000
<b>S. Atlantic Division.</b>							
Delaware.....	5	4,272.61		2,000 vols.			
Maryland.....	6		47,375.63	355 vols.			
District of Columbia.....	4	50,000		3,484 pams.			
				341 vols.			
Virginia.....	3		115,000	18,000 vols.	collection of books.	3	55,000
West Virginia.....	5		60,000		bust.	2	35,000
North Carolina.....	4	550	55,000				
South Carolina.....	1						
Georgia.....	10	1,000	110,000	4,315 vols.		3	55,000
Florida.....	3		90,000			3	90,000
Kentucky.....	8	445,000		500 vols.		5	395,000
Tennessee.....	5	6,000	165,000			3	165,000
<b>S. Central Div.</b>							
Alabama.....							
Mississippi.....							
Louisiana.....	3		10,000	260 vols.		1	10,000
Texas.....	13	7,000	210,525			6	120,000
Arkansas.....							
Oklahoma Territory.....	2		26,000			2	26,000
Indian Territory.....							
<b>N. Central Division.</b>							
Ohio.....	30	41,682	742,000	15,673 vols.		13	561,000
Indiana.....	24	3,300	323,000			19	295,000
Illinois.....	29	29,043	620,000	2,404 vols.		11	198,000
				189 pams.			
Michigan.....	11	914,500		500 vols.		10	914,000
Wisconsin.....	44	34,250	455,500	6,389 vols.	electroliter.	15	352,000
				550 pams.			
<b>N. Central Division.</b>							
Minnesota.....	12	2,500	134,000			5	74,000
Iowa.....	41	25,177.44	346,500	5,500 vols.		21	327,500
Missouri.....	9	8,500	40,000	11,529 vols.	100 framed photos.	1	40,000
				17,958 pams.			
<b>Western Division.</b>							
North Dakota.....	3		55,000			3	55,000
South Dakota.....	3		30,000			3	30,000
Nebraska.....	7	3,000	105,000	350 vols.	1 cow.	4	105,000
Kansas.....	13	1,800	193,000	250 va., etc.	statue.	8	183,000
Montana.....	10	6,000	122,500			6	102,500
<b>Western Division.</b>							
Wyoming.....							
Colorado.....	5		380,000			5	380,000
New Mexico.....	7		10,000			1	10,000
Arizona.....							
Utah.....	2	1,500					
Nevada.....	1		15,000			1	15,000
Idaho.....	2	700		1,000 vols.			
Washington.....							
Oregon.....	1				library building.		
California.....	16	4,500	160,000	6,650 vols.		7	135,000
				2,000 pams.			
<b>Col. and For.</b>							
Porto Rico.....	2		160,000			2	160,000
Cuba.....	2		250,000	3,000 vols.		1	250,000
Dominion of Canada.....	22	30,000	491,500		portraits.	18	491,500
Newfoundland.....	1		50,000			1	50,000
England.....	2		50,000			2	50,000
Ireland.....	1		25,000			1	25,000
Scotland.....	9		513,500			8	513,000

**SUMMARY BY SECTIONS OF THE COUNTRY, ETC.**

<b>American Library Assoc.</b> .....	1	\$100,000				1	\$100,000
<b>North Atlantic Division</b> .....	345	984,972.86	3,086,650	95,653 vols.	2,927 prints, etc.	47	1,311,000
				72,855 pams.			
<b>South Atlantic Division</b> .....	41	55,822.61	492,375.63	25,011 vols.	portraits, etc.	14	285,000
				3,484 pams.			
<b>South Central Division</b> .....	31	458,000	411,525	760 vols.		17	716,000
<b>North Central Division</b> .....	226	1,063,752.44	3,044,000	42,595 vols.	statue, etc.	113	3,144,500
				18,647 pams.			
<b>Western Division</b> .....	38	12,700	687,500	7,650 vols.		20	642,500
				2,000 pams.			
<b>Colonial</b> .....	2		160,000	3,000 vols.		2	160,000
<b>Total</b> .....	684	\$2,675,247.91	\$7,882,050.63	174,669 vols.		214	\$6,359,000
				97,016 pams.			
<b>Cuba</b> .....	2		250,000	3,000 vols.		1	250,000
<b>British America</b> .....	23	30,000	541,500		portraits.	19	541,500
<b>Foreign</b> .....	12		588,500				453,500
<b>Grand total</b> .....	721	\$2,705,247.91	\$9,269,050.63	177,669 vols.		234	\$7,604,000
				97,016 pams.			

To the above should be added \$2,000 given to the Seaboard Air Line Travelling Libraries by Andrew Carnegie. Gifts of 23 buildings and 27 sites, upon which no value was placed, also fail to appear in the tabulated summary.

## THE PROCEEDINGS.

BOSTON, MASS., SATURDAY, JUNE 14; MAGNOLIA, MASS., TUESDAY, JUNE 17—FRIDAY, JUNE 20, 1902.

## FIRST SESSION.

(BOSTON PUBLIC LIBRARY, SATURDAY  
MORNING, JUNE 14.)

The first session of the Boston and Magnolia Conference was in the nature of an informal gathering for announcements and short addresses of welcome. It was held in the lecture room of the Boston Public Library, and was opened at 9.30, with a greeting on behalf of the local committee by JAMES L. WHITNEY, who said:

It is twenty-three years since the American Library Association met in Boston. At that time the free public library movement in this country was almost at its beginning. Since then conferences have been held yearly in many cities throughout the country. It is time that another meeting be held here in order that this part of the country may realize the progress that has been made in library work.

As representing the libraries of Greater Boston, in behalf of the local committee, I bid you welcome, and trust that your stay here may be full of profit and pleasure.

Rev. Dr. JAMES DE NORMANDIE, vice-president of the board of trustees of the Boston Public Library, said:

The true librarian needs to be alert in reading the character of all comers, and in fitting to that character the books which shall help to mould and strengthen it. The old notion of a library was a rather poor and miserable one. It was simply the notion of getting more books than any other library had, and being somewhat miserly about their use. Now we have only the generous rivalry by which each library is in a race to open all its treasures and opportunities to the seekers after knowledge everywhere. Reciprocity is a word in high favor among librarians. Every good library has some one characteristic, some well developed branch under some active, energetic head, whose results all other libraries can appropriate.

The great work of the library always will be the acquiring of books; and when we think of the vast numbers of them which fall from our busy presses like leaves of the forest, what is more important than for a body of trained men

and women to select and to circulate these books, which, joined to the few which the ages have sifted and canonized, shall more and more accomplish the best results of literature, the deepening and enrichment of the soul?

We welcome you as members of this the latest of the professions; we welcome you to the fine opportunities which it offers, in the refining and uplifting influences of a most humane age. May we all be helped to find in this profession something by which life and thought and public spirit and public morals and public piety may be lifted to ever higher levels, that over these great depositories of books we may write the inscription found on the old Egyptian library, "Nourishment of the soul."

CHARLES W. JENCKS was introduced as one of the members of the first Librarians' Convention, and an honorary member of the American Library Association. Mr. Jencks spoke on

## THE LIBRARIANS' CONVENTION OF 1853.

I highly appreciate the honor you confer by electing me an honorary member of your association. I am asked to bring a greeting from the meeting of 1853 to that of 1902, and to make a few brief remarks about the first convention of librarians ever held in the country, and I bring a letter written by the late Dr. Guild, formerly librarian of Brown University, which was read before the Unitarian Club some years ago when the topic of the evening was "The aims and opportunities of libraries." The speakers were William C. Lane, librarian of Harvard University, who spoke of the necessities of libraries in our present civilization; H. L. Koopman of Brown; J. L. Harrison of the Athenæum; W. E. Foster of our public library; and then Dr. Guild's letter, giving an account of the first attempt to form a national association of librarians.

Dr. Guild's letter is as follows:

You ask me about the great Librarian's Convention that was held in New York, Sept. 15 and 17, 1853, which you attended as librarian of Mechanics' Library, Providence, and which I attended as librarian of Brown University. That was forty-six years ago, when we were young men. In looking over the twenty-one names that signed the call for the meeting I recognized, as among the living beside my-



self, Rev. Edward Everett Hale, Hon. Henry Barnard, and S. Hastings Grant. My recollections of the convention are very distinct. It was the first convention of the kind ever held in the world's history. We met at the rooms of the University of the City of New York. Eighty delegates were present, representing forty-seven libraries in thirteen different States of the Union.

Prof. C. C. Jewett, formerly librarian at Brown, was chosen president; S. Hastings Grant, of New York, was chosen secretary, and a business committee of five, of which I was a member, completed the organization. The discussions, from day to day, were very interesting, and some of the papers presented were of real value. The Rev. Dr. Osgood, who, although then living in New York, represented, by special appointment, the Providence Athenæum, of which he has been an active director, made the remarks of the occasion. They were eloquent, practical, and more than up to the times. He closed with a resolution providing for a special committee of three to prepare a Library Manual. The resolution was heartily adopted, and Mr. Osgood, Edward Everett Hale, and myself were appointed this committee. Several years later I published, as you know, "The librarian's manual," a quarto volume with illustrations, which has found its way into our public libraries, both here and upon the continent, and which I have reason to think has been useful.

You ask who were the delegates from Providence. Besides ourselves, Thomas Hale Williams, librarian of the Athenæum, Albert Jones, director, and Charles Akerman, director of the Mechanics' Library. The convention adjourned to meet in Washington, after appointing a committee of five to arrange for permanent organization. The committee failed to make arrangements, and there was no further meeting of the librarians until 1876, when the present American Library Association was organized in Philadelphia. The committee on permanent organization has been criticised for its failure to act. The chairman, Professor Jewett, about this time had a controversy with Dr. Henry of the Smithsonian Institution, and eventually left Washington to organize the Public Library of Boston. He was too busy to arrange for another convention. The second man on the committee, Prof. Charles Folsom, resigned as librarian of the Boston Athenæum, and no longer served the cause. The third, S. Hastings Grant, gave up his position as librarian of the Mercantile Library and went into politics on a much larger salary. Elijah Hayward, the fourth, lives in Ohio, and the fifth man, your humble servant, did not feel inclined to shoulder the burden alone. Besides, the prime mover in the first convention, Gen. Charles B. Norton, had met with reverses and was unable to go on as in the beginning, acting as agent of librarians. Then came the financial crisis of 1857, the Civil War, reconstruction, etc. The tenth meeting of the American Library

Association was held at the Thousand Islands, so called in 1887. This meeting you and I attended.

I learn that eight original members of the 1853 meeting are still living, viz.: Prof. Willard Fiske, Florence, Italy; President D. C. Gilman, Baltimore, Md.; S. Hastings Grant, Montclair, N.J.; E. H. Grant, Washington, D.C.; Rev. E. E. Hale, Boston, Mass., E. A. Harris, Jersey City, N.J.; C. W. Jencks, Providence, R.I., and Dr. Anson Judd Upson, Glens Falls, N.Y.\*

Invitations were extended from the Boston Athenæum, Harvard University, and other libraries, and announcements of local excursions were made. Sunday and Monday were given up to visiting the libraries of Boston and vicinity and to local entertainment, and to Council and committee meetings at Magnolia.

#### SECOND SESSION.

(OCEANSIDE HOTEL CASINO, MAGNOLIA,  
TUESDAY MORNING, JUNE 17.)

The meeting was called to order at 10 o'clock by President JOHN S. BILLINGS.

THE PRINTED REPORT OF 1901 MEETING was approved as presented and distributed.

F. W. FAXON presented his

#### SECRETARY'S REPORT.

Since the close of the Waukesha meeting last July, there have been added 222 new members, and some 75 have rejoined, making 297 to be counted as the actual gain during the eleven months, — the largest number ever added in one year. There are now 1,265 active members of the Association, and doubtless 150 or 200 more will join during this meeting.

The secretary is more than ever convinced that a person who drops out ought to have a new number given him on rejoining, both in fairness to those who retain membership from year to year, and that the compilation of statistics may be made more easy.

During the last few months efforts have been made by the treasurer to enroll on our list of members all who were present at the Librarians' Convention of 1853. Eight such have been found, and according to a previous vote of the Association are now on the list as honorary members.

In March 5,250 copies of the Preliminary

\* The death of Dr. Upson was announced at the meeting on the 16th.

Announcement (two pages) were sent out, covering (a) all names on the membership list, (b) all those of members of the local and state clubs east of Ohio, and (c) all head librarians, members of such clubs, throughout the West.

After a delay of nearly three weeks caused by the failure of western railroads to act promptly on rates, the Final Announcement (a four-page circular) was mailed May 28, an edition of 5,500 being almost exhausted, so great was the interest awakened in the meeting.

A supplement to last year's handbook was printed (edition 2,500, cost \$83 for forty-four pages and cover), containing additions to membership list, the constitution, and the by-laws passed last year. There is also in this supplement a list of changed addresses and positions, and the A. L. A. necrology brought down to date. This was mailed to all members with the Final Announcement.

The secretary recommends that in future the handbook be in larger form, small octavo, or duodecimo, similar to that of the L. A. U. K.

There was also included with the final announcement a private post-card, which should serve as advance registration card and also hotel rooming contract. About 1,000 of these cards were returned to the secretary, 500 of them stating that the sender would go to Magnolia. It was then necessary, before the printed list of advance registration could be issued, to add the 400 names of those going who had not received the card or who had

thrown it away because they had previously written for rooms.

The program (edition 2,500) was issued the first of June, and mailed to all members as an enclosure with the souvenir book sent out by the Boston-Magnolia Local Committee, the A. L. A. paying the expense of mailing both.

A sufficient number of supplementary handbooks and programs has been printed to cover the probable demand during the week of sessions. The Advance Registration Printed List (edition 1,000, 44 pages and cover, \$58) contains 905 names, almost double the number registered at any previous conference of the Association. Buttons are supplied numbered to match the numbers on this list, so that identification will, it is hoped, be easy.

The secretary's expenses for the year, exclusive of supplementary handbook, have been about \$400, the chief items being printing and postage. The number of letters written and received, not counting those concerning hotel rooms at Magnolia, is about 1,200 and 1,100 respectively.

Gifts to the Association sent the secretary during the year have been:

Current issues of *Library Journal* and *New York Public Library Bulletin*, *World Almanac*, and the annual reports of many public libraries.

In closing my second year as secretary, I wish to thank all who have aided me for the cordiality and promptness with which the desired help has been given.

GARDNER M. JONES presented the

#### TREASURER'S REPORT.

Balance on hand, Jan. 1, 1901 (Waukesha conference, p. 109) ..... \$307 60

#### RECEIPTS, JAN.-DEC., 1901.

Fees from annual members:

From 1 member for 1899,  
From 17 members for 1900,  
From 890 members for 1901,  
From 3 members for 1902,

911 members at \$2 ..... \$1,822 00

Fees from annual fellows:

From 7 fellows for 1901 at \$5 ..... 35 00

Fees from library members:

From 29 libraries for 1901 at \$5 ..... 145 00

2,002 00

Life memberships:

Elizabeth P. Thurston,  
Samuel H. Ranck,  
Bernard C. Steiner,

3 life memberships at \$25 ..... 75 00

Interest on deposit New England Trust Co. .... 18 48

\$2,403 08

## PAYMENTS, JAN.-DEC., 1901.

Proceedings, including delivery:	
Oct. 25. <i>Publishers' Weekly</i> , Waukesha proceedings and delivery.....	\$891 07
Stenographer:	
Aug. 14. Wm. A. Klatte .....	96 45
Secretary and conference expenses:	
Jan. 26. F. W. Faxon, stationery, printing, postage .....	\$60 58
April 11. F. W. Faxon, salary, on account.....	50 00
" 30. F. W. Faxon, circulars, postage, etc.....	59 75
May 29. Carl H. Heintzemann, handbook .....	160 60
June 5. F. W. Faxon, postage, envelopes, etc.....	85 24
July 1. F. W. Faxon, balance salary, 1900-1 .....	150 00
" 1. Stationery, postage, and circulars .....	131 90
" 1. Springfield City Library Association, committee expenses,	8 25
Aug. 12. F. W. Faxon, salary on account.....	75 00
" 12. F. W. Faxon, attendance register, etc.....	67 57
" 12. Library Bureau, registration cards .....	2 00
" 12. D. Thomas, stereopticon .....	8 00
Oct. 25. F. W. Faxon, stamped envelopes, etc. ....	23 85
	882 74
Treasurer's expenses:	
Oct. 25. Gardner M. Jones, stamped envelopes.....	\$42 80
Dec. 18. Newcomb and Gauss, stationery.....	9 00
" 18. Gardner M. Jones, clerical assistance, etc. ....	43 01
	94 81
Trustees of the Endowment Fund, life memberships for investment .....	
	75 00
	\$2,040 07
Balance on hand, Dec. 31, 1901:	
Deposit in New England Trust Co., Boston.....	\$197 06
Deposit in Merchants Bank, Salem, Mass. ....	165 95
	363 01
	<u>\$2,403 08</u>

The number of members in good standing on Dec. 31, 1901, was as follows:

Honorary members .....	3
Perpetual member .....	1
Life fellows .....	2
Life members .....	36
Annual fellows (paid for 1901) .....	7
Annual members (paid for 1901) .....	902
Library members (paid for 1901) .....	29

980

During the year 1901, 274 new members joined the Association and 6 died.

The above report covers the financial year from Jan. to Dec., 1901. From Jan. 1 to June 13, 1902, the receipts have been \$2,033.00 and the payments \$519.25, leaving a balance of \$1,876.76 on hand at the beginning of the present conference. Most of this amount will be needed to meet the expenses of the conference.

GARDNER M. JONES,  
*Treasurer.*

The following report of audit was appended:

The Finance Committee have performed the duties laid down in the constitution; they have examined the accounts of the treasurer during the period covered by his report and find them properly kept and vouched for.

JAMES L. WHITNEY,  
CHARLES K. BOLTON, } *Finance Committee.*  
GEO. T. LITTLE,

*Necrology.*

1. Theodore August Meysenburg (A. L. A. no. 1225, 1893), born in Flamersheim, near Cologne, Prussia, July 23, 1840; died in St. Louis, Mo., March 29, 1901. At the age of sixteen he came to America with his father, who settled in St. Louis. In May, 1861, he enlisted as a private in the Third Missouri Infantry. He was promoted until he became acting adjutant general to the commander of the army corps, with rank of colonel, and served with distinguished ability until his resignation in January, 1865. He returned to St. Louis and was appointed assistant engineer in the water department. He resigned from this position in 1869 and became interested in the

manufacture of iron, being successively at the head of several of the largest iron manufacturing establishments of the city. He was connected with the St. Louis Public Library for twelve years. In May, 1889, he was elected as a representative of the life members to the board of managers of the Public School Library. When the library was made free, in 1893, he was appointed a member of the first board of directors; and upon its organization he was chosen vice-president, which position he continued to hold until 1900, when he declined re-election, as he had before repeatedly declined the office of president. Colonel Meysenburg was one of the founders of the St. Louis Museum of Fine Arts.

(Condensed from a memorial volume.)

2. Edward Capen (A. L. A. no. 5, 1876), librarian emeritus of the Haverhill (Mass.) Public Library. Born in Dorchester, Mass., Oct. 20, 1821; died in Haverhill, Oct. 20, 1901. His ancestry reached back in Dorchester to 1630. In early youth he removed to South Boston and was graduated from the Boston Latin School, receiving the Franklin medal, in 1838. He was graduated from Harvard in 1842 and from the Harvard Divinity School in 1845. He served for one year as minister of the Unitarian Society, Westford, Mass., but met with little success, owing to his sympathy with Theodore Parker. From 1847 to 1852 he was private secretary for Dr. John Collings Warren. In January, 1852, he became secretary of the Boston School Committee. On May 12, 1852, he was appointed librarian of the Boston Public Library, being its first librarian. This position he held for 22 years. In November, 1874, he became librarian of the Haverhill Public Library and was made librarian emeritus in October, 1899. Mr. Capen attended the 1876 conference and was a life member of the A. L. A. (L. J., Nov., 1901.)

3. Mrs. Anna Amory Weld (A. L. A. no. 1609, 1897), died at Dublin, N. H., Nov. 14, 1901. Miss Anna Sears Amory, afterwards Mrs. George F. Weld, was appointed a member of the Massachusetts Free Public Library Commission in 1896, which position she held until her resignation, on account of ill health, in 1899. She was much interested in the work of the commission and made many visits to libraries in the smaller towns at her own ex-

pense. In 1891, while a summer resident of Wareham, Mass., she bore the entire expense of founding a public reading-room, well supplied with current periodicals, and gave to it over 700 volumes.

4. Prescott C. Rice (A. L. A. no. 636, 1887), for 29 years librarian of the Fitchburg (Mass.) Public Library. Born in Natick, Mass., April 18, 1846; died in Fitchburg, Jan. 26, 1902. He was for several years a telegraph operator on the Fitchburg Railroad, the assistant librarian of the Public Library under Mr. Henry Jackson, and when, in 1873, Mr. Jackson was made city auditor, Mr. Rice was elected librarian. He joined the A. L. A. in 1887 and was a member of the Massachusetts Library Club.

5. William R. Snead (A. L. A. no. 1503, 1896), president of the Snead & Co. Iron Works, died at his home in New York, March 27, 1902. His firm, formerly at Louisville, Ky., and afterwards at Jersey City, N. J., were the manufacturers of the book-stack and shelving invented by Bernard R. Green for the Library of Congress. Mr. Snead was a graduate of the Mass. Institute of Technology, and unmarried.

6. George Bigelow Chase (A. L. A. no. 373, 1879), trustee of the Boston Public Library from 1876 to 1885, died at Dedham, Mass., on June 2, 1902, in the 67th year of his age. Mr. Chase was a member of the Massachusetts Historical Society from 1876 until his death, and was much interested in its work and prosperity. At the Boston conference in 1879 he was chairman of the reception committee and gave a reception to the members of the conference at his residence on Beacon St. He was a life member of the A. L. A.

7. Anson Judd Upson (A. L. A. no. 1124, 1893), chancellor of the University of the State of New York. Born in Philadelphia, Nov. 7, 1823; died in Glen Falls, N. Y., June 15, 1902. He graduated from Hamilton College, Clinton, N. Y., in 1843. In 1845 he was appointed tutor in that college and in 1849 adjunct professor. From 1853 to 1870 he was professor of logic, rhetoric, and elocution in Hamilton. From 1870 to 1880 he was pastor of the Second Presbyterian Church, Albany, N. Y. In 1880 he became professor of sacred rhetoric and pastoral theology in Auburn Theological Seminary and in 1887 professor emeritus. In 1884 he was elected a regent of the University of the State of New York, was made vice-chancellor in

1890, and in 1892 was elected chancellor. Dr. Upson attended the 1853 convention of librarians in New York City, registering as librarian of Hamilton College. In 1893 he joined the

A. L. A., but resigned in 1896. In 1902, as a survivor of the 1853 conference, he was made an honorary member of the A. L. A.

(*New York Tribune, June 16, 1902.*)

CHARLES C. SOULE presented the  
REPORT OF THE TRUSTEES OF THE ENDOWMENT FUND.  
Endowment Fund Statement, July 1, 1901, to July 10, 1902:  
*Cash account—Receipts.*

1901, July 1.	Balance on hand .....	\$2,102 18	
<i>Principal.</i>			
1902, April 1.	Two life memberships (Clara S. Hawes and Sula Wagner).....	50 00	
<i>Interest.</i>			
1901, Oct. 4.	Interest on mortgage loan .....	24 50	
“ 28.	“ International Trust Co.....	20 79	
Dec. 31.	“ on mortgage loan .....	75 00	
1902, Jan. 13.	“ Brookline Savings Bank deposit .....	42 42	
April 1.	“ on mortgage loan .....	24 50	
June 10.	“ International Trust Co. deposit .....	18 47	
			\$2,357 86

<i>Payments.</i>			
1901, Dec. 27.	To E. H. Anderson, treasurer A. L. A. Publishing Board,	\$600 00	
1902, Jan. 13.	Interest added to time deposit in Brookline Savings Bank,	42 42	
May 6.	Rent of safe deposit box .....	10 00	
			652 42
Cash on hand, June 10, 1902.....			<u>\$1,705 44</u>

<i>Condition of permanent fund.</i>			
1901, July 1.	As in last report.....	\$6,187 94	
1902, April 1.	Membership fees as above .....	50 00	
	Present amount of fund.....		\$6,237 94

<i>On interest account.</i>			
1901, July 1.	On hand.....	\$665 04	
	Interest received, as above.....	205 68	
		\$870 72	
	Less payments as above.....	610 00	
	Amount subject to order of the Council, June 10, 1902..		260 72
	Total .....		<u>\$6,498 66</u>

<i>Available income for next year.</i>			
Interest on hand, as above .....		\$260 72	
Estimated income, 1902-3, <i>about</i> .....		275 00	
Subject to order of the Council during next year .....		\$535 72	

<i>Assets.</i>			
Loan on mortgage at 7%, expires Oct. 1, 1902 .....		\$700 00	
“ “ “ 5%, “ June 24, 1902.....		3,000 00	
Time deposit in Brookline Savings Bank, interest at 4%.....		1,093 22	
Deposit subject to draft, International Trust Co., at 2%.....		1,705 44	
			<u>\$6,498 66</u>

<i>Liabilities—none.</i>			
Annual expenses, \$10 for safe deposit box.			

The following report of audit was appended:

At the request of Charles C. Soule, treasurer of the Endowment Fund, I have examined his accounts and securities, and find evidence of investment of \$3,700 in mortgage loans; of deposit of \$1,093.22 in the Brookline (Mass.) Savings Bank; and of \$1,705.44 deposited with the International Trust Co. of Boston.

I also find his account correctly cast, with proper vouchers for all expenditures.

JAMES L. WHITNEY,  
*Chairman of Finance Committee.*

The secretary read the

#### REPORT OF COMMITTEE ON INTERNATIONAL CO-OPERATION.

Dr. E. C. Richardson, the chairman of this committee, has been in Europe during the greater part of the past year, where he has visited a number of libraries. In his visits he has discussed with librarians the matters that come within the province of this committee, with special reference to the printed cards issued by the Library of Congress. Dr. Richardson finds that, while there is no sign of immediate action with reference to international co-operation in this direction, there is hope for practical results in the future, especially after the catalogue rules of the Library of Congress have been printed.

No member of this committee was present at the International Publishers' Congress at Leipzig. The gentleman to whom was entrusted the matter of bringing to the attention of the Congress a uniform classification of book production statistics did not find the opportunity to do so, and so the matter was not presented.

The work of the International Catalogue or Scientific Literature has proceeded with such difficulties as might be expected from a new enterprise. The Smithsonian Institution has temporarily undertaken the work of a Regional Bureau in the United States with the hope that Congress will contribute the necessary funds for its continuance. The catalogue has been subscribed for in the United States to the extent of the equivalent of 71 sets, being over \$30,000 for a period of five years. The first part of the volumes on chemistry and botany will appear in a short time, to be followed by parts on physics and physiology. It was found necessary to publish these volumes in two parts. The next publication will be the complete volume of

mathematics, astronomy, meteorology, and bacteriology for 1901.

We recommend that the committee be continued.

SAMUEL H. RANCK,  
MARY W. PLUMMER, } *of the*  
CYRUS ADLER, } *Committee.*

J. C. DANA read the

#### REPORT OF COMMITTEE ON CO-OPERATION WITH LIBRARY DEPARTMENT OF THE NATIONAL EDUCATIONAL ASSOCIATION.

Your committee sent the circular letter hereto attached to 67 of the largest normal schools in the country, taking one or more from each state.

To this inquiry were received 32 replies, all favorable with one exception, and offering, as the accompanying statement shows, a few suggestions for the modification of the proposed pamphlet.

To the inquiries at the end of the circular in regard to the librarians of normal school libraries were received a total of 32 replies which, being tabulated, make the following showing:

No. 1.	Yes, 30; No, 2.	No. 3.	Yes, 24; No, 4; Some, 4.
No. 2.	Yes, 24; No, 8.	No. 4.	Yes, 18; No, 9; Some, 5.

#### *Circular sent to Normal Schools.*

This committee wishes to compile a brief outline of work for the normal school library. We cannot do this without the help of the normal schools themselves. Will you kindly answer the following questions and return this sheet to me as soon as possible? You may find it convenient to refer the questions to your librarian or to one of your teachers. The outline is to take the form of a small pamphlet, the title of which may be "Normal school libraries: an outline of work." What additions, changes, and omissions would you suggest to the following list of subjects to be treated?

J. C. DANA.

1. Book-making, including paper, type faces, type composition, printing and binding, machine and hand; book plates.
2. Differences between books as regards their making. Importance of buying well-made books. Care of books.
3. Book-buying, price lists, trade catalogues.

4. Book handling: Stamping, labeling, book pockets, book plates.

5. A lending system. Book cards, student's cards, professor's cards, special privileges.

6. The library rooms, location, size, arrangement, desk, cases, tables, etc.

7. List of books essential in a normal school library, reference books especially.

8. Elements of reference work; dictionaries, encyclopedias, annuals, periodicals, indexes, bibliographies.

9. English and American literature, best handbooks, books on method.

10. Books for young people, lists, prices, etc.; books and articles on the subject.

11. Books in the school-room: General works for teachers, books for children, different methods of using them — for reference, for reading, for lending.

12. School-room collections, furnished by the school board or by the public library.

13. A general library in a school building, advantages, disadvantages, character, methods of use.

14. Possible relations of teachers with the public library.

15. Importance to teachers of collecting libraries of their own.

16. Do you have a librarian?

Is the librarian a member of your faculty?

Are students taught how to use a library?

Does your course in literature include the study of books for young people?

We sent to 42 libraries the following inquiry:

Please note the Ginn & Co. leaflet enclosed. If twenty or thirty of the leading publishers in the country will issue circulars of this nature, with attractive extracts, or notes on the use of books, reading, children, etc., would you circulate them from your library among teachers and parents? This committee proposes to ask publishers to issue such lists, and wishes to say to publishers that if such lists are issued librarians will be willing to distribute them.

J. C. DANA, *Chairman*.

To this we received a total of 28 replies, of which 20 were favorable.

We then sent to 40 of the leading publishers of the country a circular letter, quoting the foregoing inquiry, and adding:

To this inquiry we received 27 replies, of which 19 were favorable. We are confident that more than half of the libraries of the country, as our answers indicate, would distribute such circulars. We have in mind, as the inquiry indicates, little leaflets, attractively printed, containing brief notes about the use of books, and especially about the use of books by children, and by schools. We hope by the circulation of these among teachers to increase their interest in this subject. The American Library Association is not in position to publish and distribute widely, free of charge, litera-

ture of this kind. Recognizing the interest publishers have in the increase of knowledge of the importance of right reading by children, we have thought it probable that you would issue one or two special circulars as indicated.

You can get from principals, superintendents, and librarians, if you desire it, suggestions as to reading to be incorporated in these circulars. This committee will aid you in this if you wish.

Several libraries have made use of such material as we are speaking of. The leaflet published by Ginn & Co., called "Children's books; a list of books for supplementary reading and school libraries, arranged by subjects and graded" — is a good example.

Yours very truly,

J. C. DANA, *for the Committee*.

To this we have to date received 9 replies, all expressing a wish to be of assistance in the work we are undertaking, some of them asking for further information, some of them making helpful suggestions.

Your committee suggests that you, as an Association, endorse the plan of the publication of a small book or pamphlet on the subject of normal school libraries, with some reference to library work in general, and ask consideration of it by the Library Department of the N. E. A.

It is the purpose of your committee, if you thus endorse the general plan suggested, to present the matter to the Library Department of the N. E. A. and ask for their further assistance in the compilation and publication of such a pamphlet.

J. C. DANA,	}	<i>Committee.</i>
MELVIL DEWEY,		
F. A. HUTCHINS,		
JAMES H. CANFIELD,		
ISABEL ELY LORD,		

MISS AHERN: I would just like to say, in regard not only to this report but the one that was prepared under the auspices of the A. L. A. several years ago, and issued by the National Educational Association, that Mr. Shepard, the secretary of that association, has repeatedly told me that no publication which the National Educational association ever sent out created so much interest, was so widely read, or had done so much good, as this pamphlet on public libraries. I feel quite certain that if the Association backs up this suggestion of Mr. Dana's, as it did his other suggestion with regard to the other pamphlet, it will meet with the most

hearty reception by teachers and particularly by the Library Department of the N. E. A.

FREDERICK J. TEGGART read the

REPORT OF COMMITTEE ON HANDBOOK OF  
AMERICAN LIBRARIES.

Your Committee on Handbook of American Libraries reports that progress has been made during the year past on the collection of data.

It is, however, evident that because of the failure of libraries to reply to repeated requests, and for other reasons, it will be impossible to make the material included complete, and this being the case it becomes desirable to finish the work with as little as possible additional delay.

The data received have been put in definite form and it is the plan of the committee to submit the copy relating to each library to its librarian during the current year.

After this revision the printing may be undertaken. Your committee feels assured that the handbook will be ready for distribution at the next meeting of the Association.

FREDERICK J. TEGGART,  
CLEMENT W. ANDREWS, } Committee.  
THOMAS L. MONTGOMERY,

Mr. TEGGART: The feeling of the committee in regard to the handbook being ready is contingent, of course, on the possibility of its being printed. So far there has been no definite scheme elaborated for the printing, and it is perhaps unjustifiable optimism on the part of the committee to hope that it will get into print. However, the material will be ready, probably by the end of the current year.

President BILLINGS: I think one reason why definite arrangement has not thus far been made for the printing is that no information has come to the Council or to the executive board as to the prospective size of the handbook, or its cost, or how much money should be set aside for it. As soon as that information is available, I have no doubt the matter will be carefully considered.

W. I. FLETCHER presented the

REPORT OF COMMITTEE ON INDEXES AND TITLE-  
PAGES TO PERIODICAL VOLUMES.

W. I. FLETCHER: The duties of this committee for the past year consisted simply in

issuing to publishers of periodicals a circular which had been submitted to and approved by the last conference and the handling of such correspondence as might result.

The circular sent out is as follows:

*To the Publishers of*

As a result of much dissatisfaction among librarians with the irregularities and uncertainties connected with the issue, by publishers of periodicals, of title-pages and "contents" of volumes, the American Library Association has had a special committee considering the subject with a view to drawing up a suitable memorial to be presented to such publishers, looking to the securing of more uniformity and propriety in this matter. After mature consideration the committee have prepared the following recommendations as embodying the minimum of improvements which may reasonably be hoped for:

1. *Title-pages and tables of contents should always accompany the number completing a volume, and not the first number of the new volume.* There are several cogent reasons for this recommendation:

(a.) In many cases it is a serious detriment to the usefulness of a set in a library, if a completed volume cannot be bound until the receipt of the next number.

(b.) More important is the need that the numbers of a volume shall constitute the volume in its entirety, so that as they are bought and sold there shall not be the necessity of handling also another number belonging to a different volume in order to complete the first. Now that libraries are buying periodical sets and volumes in such large numbers for use with Poole's and other indexes, it is of great importance to the book trade, as well as librarians, and must have a real bearing on the business interests of the publishers, that this matter, often trifled with, shall receive due attention. Publishers must come to feel that it is necessary (which it generally proves not to be) to delay a completing number a day or two in its issue in order to insure its completeness in this respect; the delay is abundantly compensated for.

2. *Title-pages and contents should be furnished with every copy of the issue of a completing number.* We earnestly believe that by inserting title-pages and contents in all cases, publishers will at once put a premium on the preservation and binding of their magazines, suggesting it to many who otherwise would not think of it. In the long run the demand for back numbers to make up volumes must more than compensate for the extra expense of putting in the additional leaves.

The policy of sending title-pages and contents only to those calling for them is suicidal, as it results in flooding the market with numbers from which volumes cannot be made up, and by destroying the hope of making up sets



weakens the demand which would otherwise exist for volumes and numbers of the periodical in question.

If an alphabetical index, in addition to a table of contents, is furnished, which is the preferable practice, the former should be paged to go at the end of the volume. When such an index is furnished, and no table of contents, the index should be printed to follow the title-page, in order that the title-page may be accompanied by other leaves to make a separate section, as suggested by the following paragraph.

3. As to the form in which title-pages and contents should be issued: *they should be printed on a two, four, or eight leaved section, separate from other printed matter, either advertising or reading.* Nothing is more important in binding volumes to stand the hard wear of our public libraries than that none of the earlier leaves in the volume shall be single leaves pasted in. One of the greatest abuses of the book trade at present is the disposition to have title and other preliminary leaves pasted in. Librarians find to their cost (what is not so obvious to the book manufacturer) that this does not work. An absolute requirement for good bookmaking is that the first and last portions of the book especially shall be good solid sections, no single leaves, nor do most librarians or owners of private libraries like to include advertisements, in order to secure these solid sections for binding. We feel sure that it is abundantly worth while for the publishers to squarely meet this demand.

4. *It is highly important that the section comprising title-page and contents (or index) should be secured by pasting or stitching to the number which it accompanies and not to be sent laid in loose.* This last practice leads to the loss of many of these sections, which are invaluable later.

5. Admitting that there may be cases in which it is practically impossible to furnish title and contents with the completing number of a volume, *we would recommend for such cases that such a separate section as has been described be made and furnished with the first number of the new volume, stitched in at its end, not at its beginning.* The last named practice is likely to cause more trouble to librarians than any other that is common, as it is difficult to remove the section without making the number unfit to place in the reading room.

We would like to call the attention of periodical publishers to the difficulties arising from the common practice of printing some first or last leaves of reading matter on the same section with some pages of advertising. Most librarians prefer to remove the advertising leaves before binding the magazines. The practice referred to makes it necessary to bind in some advertising leaves or else take off and paste in single leaves of reading matter, sometimes three or four in one place, which is very

inimical to good binding. *Publishers are requested to have all advertising pages printed on separate sections if possible.*

Desiring to meet, so far as possible, the views of publishers in regard to the matters referred to above, the committee will be pleased to hear from any to whom this note may come.

WILLIAM I. FLETCHER,  
ARTHUR E. BOSTWICK,  
ERNST LEMCKE.

The circular was distributed to a number of the leading publishers of periodicals, but so far as I can now tell I believe the correspondence resulting is *nil*. We are sowing the seed, and I suppose we shall continue to distribute this circular where we observe examples of the errors which it is intended to correct.

CHARLES H. GOULD presented the

#### REPORT OF COMMITTEE ON FOREIGN DOCUMENTS.

The Committee on Foreign Documents begs to report, in the first place, that the "List of French Government serials" has been completed and published. In this connection it is the pleasant duty of the committee to remind the Association of the thanks due to the New York State Library, which has done the printing, — the "List" having appeared as one of the bulletins of this library.

The committee has also to report that material has been accumulated for a list of German documents similar in plan to the French list just mentioned.

What has already been got together would, perhaps, nearly equal in amount that of the French list. It comprises not merely German Imperial documents, but also those of Prussia, Saxony, Bavaria, Württemberg, and other states.

The committee is quite ready to endeavor to obtain additional material; but before doing so, and before preparing for the printer what is now on hand, the committee thinks it would be well to ascertain if, in the opinion of the Association, such a list of German documents would be of sufficient value to justify an attempt to arrange for its publication.

Respectfully submitted,

C. H. GOULD,	} <i>For the Committee.</i>
CLEMENT W. ANDREWS,	
LUCIEN BRAINERD GILMORE,	

ROLAND P. FALKNER read the  
REPORT OF COMMITTEE ON PUBLIC  
DOCUMENTS.

(See p. 92.)

W. C. LANE: Mr. Falkner's report is so full and interesting that I am tempted to ask for information in regard to two or three points. Is there any prospect at present for securing printed catalog cards for United States documents? I have noticed that a few come from the Library of Congress, but not very many. Secondly, just what is the cause of the year or two years' or three years' delay in the distribution of current documents? Is it because they are to be bound differently, or because they have to wait for other documents which are not yet printed to be bound with them, or is it simply lack of proper organization on the part of the Government Printing Office?

MR. FALKNER: I will answer the second question first. I think the reason for the delay is that these documents must be bound separately, as at present, during the session of Congress. The demands on the Government Printing Office are very urgent and pressing, and if they get off one edition of a volume bound in cloth, they put the rest aside until summer, when Congress is not in session and there is no immediate hurry. In regard to the availability of printed cards for documents, I understand from Mr. Ferrell that he has been in conversation with Mr. Putnam on that subject. Mr. Ferrell reported to me informally that he had come to the conclusion that, however desirable for practical reasons, in view of the enormous cost that would be involved it would be an impracticable proposition, much as he would like to see it carried through.

MISS ALICE FICHTENKAM: I would like to say, in behalf of Mr. Ferrell, that he would be willing to have such cards printed in the Government Printing Office if Congress would be willing to appropriate the money.

HERBERT PUTNAM: As to printed cards for public documents, I did have a preliminary word with Mr. Ferrell, but can merely say that no definite plan has been arrived at thus far.

ARTHUR E. BOSTWICK read a paper on

PAINS AND PENALTIES IN LIBRARY WORK.

(See p. 29.)

W. C. LANE: Mr. Bostwick's paper reminds me of what has taken place in the history of

Harvard College. In the course of the eighteenth century, the earlier custom of corporal punishment gradually died out. Corporal punishment had previous to that frequently been administered in the library, in the presence of the president and fellows, preceded and followed by prayer. As the custom declined, the severer forms of corporal punishment were put aside, but the right of boxing the ears of the offender was expressly reserved to the professor in charge of the library. But as this declined, the system of fines—which Quincy, the historian of our college, calls "pecuniary mulcts"—came into use, and gradually a long list of offences, some thirty or forty in number, grew up, which were appraised at from "tuppence" up to several shillings apiece. Quincy seems to think, however, that this system had little effect on the students, but was very annoying to their parents. That particular aspect of the matter, however, does not bear on the question of libraries. As a matter of fact, the fines still continue in Harvard College Library, but I think they have been discontinued in the other departments of the college.

For my part, in regard to what Mr. Bostwick says on the general question of fines gradually changing from a penalty to a payment for a privilege, I see no very strong objection to that taking place, so long as it concerns merely such infractions of library rules as are not matters of right or wrong or of injury. I see no reason why the detention of a book over-time should not be regarded as a privilege and charged for accordingly—at a sufficiently high price not to have it too long continued.

F. M. CRUNDEN: The true theory of library fines for undue detention of books seems to me that of compensation for injury upon the other persons concerned. In the first place, the fine acts as a deterrent, and it accomplishes this result with rich people almost as well as with poor. I believe that the richest people who use our library have just as much objection to paying fines as the poorer people. If there were no fines, everybody except the few conscientious people that are in every community would keep their books over time. The fine is a compensation to the other people who have been kept from using that book. The compensation that is given in the form of a fine enables the librarian to buy more books, which

is a sort of direct compensation to the other people. So much for the theory of a fine. It does not belong to any of those abstract principles that Mr. Bostwick lays down. It is simply a kind of compensation.

There were some other points that I have noted. One of them is the question of paying for duplicate books. I think that is perfectly justifiable. There is certainly no moral wrong about it, and there is a great deal less friction than if you buy a very limited number of copies of books and disappoint people constantly. The people are perfectly satisfied with this arrangement, and as the thing goes on I think we shall find that they will be more and more satisfied with this arrangement of using the fines to pay for the extra books. They would rather pay for them in this way than wait indefinitely for the comparatively few copies of new books that the library would be justified in purchasing otherwise.

C. A. CUTTER: One suggestion Mr. Bostwick made I find very effective, namely, increasing the fine when I want to produce a special effect. For ordinary detention of a book beyond time, we use the ordinary fine, — two cents a day, — which, by the way, I do regard, as Mr. Crunden does, as damages, as compensation. In case a person keeps out overtime a book, after he has been notified that somebody else has asked for it, and has been told that he must return it within two days, the fine is made ten cents a day, and we exact it. Similarly, when the college girls go home for their vacation, if they do not return the books which they have had out on the last day, the fine is ten cents a day, and this rule is very effective in getting the books back, — although, in the case of the senior class, we have no means of enforcing it.

Dr. BERNARD C. STEINER: It seems to me that Mr. Crunden has put the matter in the right way. I should regard the fine as reparation for a civil tort. There is a civil injury done; there is a damage committed, but not to the patron of the library, otherwise the fine should be paid to such patron. The damage is done to the library by making the library less able to fulfil its purposes because of the detention of that book on the part of the borrower who detained it. That being a civil injury, there is no difficulty with reference to the rule of punishment. I regard it not as a punish-

ment, as in the case of a criminal measure. It is a civil damage, a civil tort.

Another thing I wish to emphasize, is the necessity of making the persons receiving fines accountable. It seems to me, without having a cash register or going into all that minutiae, it is perfectly possible to have a system of accounting, so that if at any time it is desirable, the clerk who has received the fines may be held rigidly up to his account. In our library we have a daily return at night by the clerk at the fine counter, and while we do not verify that return every night, it is possible for us to go down in the morning and take the returns of two nights, before the library is opened, so that we can reach the amount of money received the day before. That is done from time to time, not daily of course, for it is not worth while to do that; but whenever it is desirable it can be done, and the clerks in charge of the fine drawer, not knowing when it will be done, are in no danger of being careless — because in most cases dishonesty comes in the first place from carelessness. If we are to carry on business by business methods, as we ought, there must be an accountability at the fine counter just as there is at the librarian's office.

Dr. J. K. HOSMER: I sometimes have experiences which make me think we have been rather too quick in giving up the old Harvard College plan, to which Mr. Lane alluded. Our library is largely used by the pupils of the public schools. It happened not long ago — a sample of what frequently happens — that a boy of seventeen took out a translation and tore out some sixty or eighty pages from it to use as a "pony." He was detected in it. There is a severe penalty attached to such an offence, but our board was much disposed to be lenient towards him. They said they could not blast the prospects of the young man. So what was done? His poor father paid a dollar and a half for a new book, and his library card was taken away from him for a year. But he was not hurt at all. He did not pay the fine — it was paid by his father; and his father and mother and sisters all had library cards. So he suffered no penalty of any kind. My feeling at that time was regret that the boy could not have been called up in the old-fashioned way and received a good flogging.

HARLAN H. BALLARD: I think, with regard to our library rules, that there is danger of

being too strict. The libraries are for the benefit of the public. One thing is certain— if in any community the fine list grows to an excessive degree, that is a proof that in that community there is a popular demand for a longer retention of the books, which ought to be granted. The object of a library is not to increase its circulation so much a year, but it is to give the books to the people for as long as they want them. I wish every library could at times take off all restrictions. That would be an ideal way, to let every person take as many books as he liked and keep them as long as he wished. We do that in our library, practically, so far as it does not interfere with others. That must be the one restriction. We often say to people when they ask us how many books they can take out for some special purpose: "Take as many as you like, and keep them as long as you want. If we have any need of them, we will send for them." That arrangement proves very popular, and I believe it is a just method. What is the reason that a man should be cut off from the use of a book in exactly fourteen days? It may be he is prevented from using it just at the time he expected to. He may have wanted to prepare an important speech or discussion, and the very day he wants to use it he has to carry it back. Consequently, I think the time limit ought to be extended as far as possible.

Mr. FLETCHER: Mr. Cutter did not say all he might have said or all that I think ought to be said in favor of his own system. Our library has taken a leaf from his book, and we issue a large proportion of books on the principle that the person borrowing them keeps them as long as he wants to, subject to recall when anybody else wants them, but on such recall there is a fine of five cents a day if not returned. I think it might well be ten cents a day, on Mr. Cutter's principle. It works well. I want to say a word on behalf of a large section of the community which is well represented in western Massachusetts, where we have been making careful inquiries into the conditions affecting library work in rural districts. A great many people go to the library and take out a book and have to pay a fine on that book for detaining it. They come and take one more book and perhaps they have to pay a fine on that, and then they get tired and won't take out any more books. People do not realize how quickly

two weeks pass, and borrowers, especially in the rural districts, are not in the habit of paying close attention to regulations of this sort and soon find themselves bothered with fines and give up using the library. This is a serious detriment to the usefulness of the library. Of course, under certain limitations, as in the case of libraries where ten thousand books have to circulate fifty thousand times in six months, there must be restrictions; but where you have a comparatively large library and a comparatively small circulation, as in most of our country districts, I think the time is coming when there will be no time limit, because when a book is wanted it will be called back.

A DELEGATE: Do you think that in country districts there is a large supply and a small demand?

Mr. FLETCHER: Yes, in proportion to the demand, the supply is large. I have come to that conclusion from visiting one or two small towns where I had supposed that the small circulation was on account of having so few books; but I found their shelves crowded with books and very few volumes taken out.

Mr. CRUNDEN: It has been said that libraries were for the convenience of the public. Yes, they are; but they are for the convenience of the whole public, not of a few aggressive, unconscientious people who will take advantage of any opportunities for cheating their fellow-members by depriving them of equal privileges. It would be impossible, or at least it would be impracticable, in a large public library with fifty thousand card-holders, for the assistants to remember that certain books are out and notify the persons who have them. The only feasible plan is to establish certain regulations and to live up to them, and the better you live up to them the less trouble there will be. When I took charge of the St. Louis Public Library I had probably, on an average, half a dozen people a day come to me and offer excuses to get their fines remitted. I never have anybody come to me now. Everybody knows that a fine has got to be paid and paid on the spot. There is no friction about it. Of course, people do not like it exactly, I know; but they know it is their own fault. That is the general principle that should be laid down in all library regulations, that the careless people must pay for their own carelessness and not divide up the penalty of their own

carelessness among all the other people. If they lose books they must pay for them; if they keep them overtime they must pay for the privilege. I have found a few people who were not annoyed at being fined for keeping books out overtime. They have said, "Yes, I knew it. I am perfectly willing to pay the fine." But they are the exceptions. Most people prefer to escape fines by returning the book. The same principle goes into the question of making people pay for an extra card. If they lose their card in our library, they have to pay ten cents and then wait a week, and it is perfectly proper that they should do so. We find a double penalty necessary and thoroughly effective. In the case of most of the men they will pay the dime in a minute without much ado, but they hate to wait a week. In the case of women and children, they do not mind waiting a week so much as they do paying the dime. If a man could pay the dime and get another card some men would lose their cards once a month,—that is, they would leave them at home and go down to business and then come and get a book and pay ten cents for another card. In that way there might be ten or a dozen cards out in the name of the same person. But when a man finds that he has to wait a week before he can get another card, if he finds when he gets down to the office that he has left his card at home, he will go home and get it. It saves the trouble of having so many cards out and makes careless people pay the expense of their carelessness, so that the stationery and clerk hire that is used in making out those new cards does not cost the library a cent.

JOHN THOMSON: It seems to me that one point has not been mentioned. Of course I think you must absolutely have a time limit. Fourteen days is just as good as twenty-one or twenty-eight days. To let people take out books and keep them indefinitely is an injustice to the others who go to the library. But there is a way of minimizing the fine, and that is by renewing the time that a book may be withdrawn. In most libraries, I presume, — certainly in our own, — the renewal applications are very large in number, and persons who want to use a book more than fourteen days can do so without paying a fine by sending in a renewal request for two more weeks. That

application is granted without hesitation, provided the book is not wanted by some other reader. In that way those who want the books and are entitled to have them returned are protected from their being held out too long, while those who want to use the books can keep them without paying a fine by sending in a renewal application.

A DELEGATE: Would you give a renewal beyond four weeks?

MR. THOMSON: If it is desirable and does not interfere with anybody else. We do not give renewal cards in the department of fiction; but on all other books we allow this privilege on a proper explanation and reason being given.

SILAS H. BERRY: There is another side to the question in the case of libraries that are institutional libraries, that deal with a membership that pay a fee. In our own case, that of the Young Men's Christian Association in New York, we found that our members objected to the idea of being punished as if they were naughty boys, by being compelled to pay a small fine. Therefore, in the drafting of our new regulations we have said nothing about fines; instead we have a charge, just as we have at our boathouse. Members are permitted to use a boat for an hour or two hours every day, and if they want to keep that boat out an extra length of time, they can pay twenty-five cents an hour and keep it out as many hours as they want. So they can draw books at the library, two at a time, and renew them by telephone, by postal card, or in any other way; but if another member wants to use a book and the member who has it does not find it convenient to return it, we prefer to think that he wants to use it and we charge him two cents a day for such use; and we devote the income to the purchase of popular books.

Adjourned at 12.10 p.m.

### THIRD SESSION.

(NEW MAGNOLIA HOTEL, TUESDAY EVENING,  
JUNE 17.)

The meeting was called to order by President BILLINGS at 8.30.

HILLER C. WELLMAN, president of the Massachusetts Library Club, spoke in

GREETING, ON BEHALF OF THE MASSACHUSETTS  
LIBRARY CLUB.

*Mr. President and Fellow-Members of the  
American Library Association :*

For the first time in its history this Association has chosen its place of meeting, not at the instance of an individual, or of a library, or of a city, but in response to the invitation of a library club representing a whole state, in fact, representing two states. Because of this circumstance it is my pleasant privilege, in behalf of the Massachusetts Library Club, to give you greeting. In the past an address of welcome has customarily been made by some speaker outside of the Association who has devoted his energies to extolling the noble average of brains and beauty presented by this brilliant body. I confess to a strong personal conviction on this subject, but I feel that it would hardly become a *member* to enlarge upon it.

In fact, though our feelings of welcome are warm, my words must be few, for I am unwilling to detain you from the program which is to follow. I wish simply to express the great and sincere pleasure which it gives to us of Massachusetts to welcome you to the state.

The pride of Bostonians in their native city has become proverbial; you have doubtless heard countless witticisms on this subject perpetrated at our expense. Imagine for yourselves, then, the delight we feel in initiating our best friends from every corner of the land into this paradise. And if you find that in any respect it falls below our heavenly ideal, be magnanimous, I beg you, conceal the fact as best you may and spare our images!

Parkman, writing of a period a century and a half ago, in referring to our cold and disagreeable temperament, says: "Then, as now, New England was best known to her neighbors by her worst side." May there be a ray of comfort for you, therefore, in the hope that on closer acquaintance you may find us not quite so bad as we seem.

This year the Public Library movement in America celebrates, in common with the nobly representative institution in Boston, its fiftieth birthday. From this conference we look back on half a century of effort and achievement; and nearly half this period has elapsed since the last meeting of the American Library Association in New England. At that conference held in Boston, twenty-three years ago, not

one person in twenty attending this meeting was present, and the whole membership numbered less than two hundred. Two topics on the program, it was announced, would receive especial attention, and a discussion was promised both able and brilliant. These problems, it was understood, would be then and there settled for all time. The problems to be disposed of thus summarily were, first, the general subject of fiction in libraries and, second, the matter of children's reading. Owing to an unexpected vitality these problems are still with us to-day. Not all committees have been so frank as that appointed then to consider the exchange of duplicate books among libraries. Mr. John Edmands, in behalf of the committee, "begged leave to report their failure to accomplish anything." Those who since attacked the same problem have hardly fared better.

Yet it is encouraging, it is surprising, to review the progress which has been made during those twenty-three years. The final edition of Poole's "Index to periodical literature" had not then appeared; the "List of subject-headings," the bibliographies, and the other co-operative publications of this Association had not been issued.

Systems of classifications and details of library organization have during this period been elaborated and applied. Not only have public libraries multiplied all over the land, but the efficiency of librarians in reaching and influencing their communities has increased enormously. The scheme of co-operative cataloguing has at last, through the agency of the Librarian of Congress, reached a triumphant consummation. The age limit on drawing books in those days commonly excluded children. Not only has this restriction now for a long time been modified, but we have at last taken one of the most important steps of all in beginning systematic instruction of the community—through its younger members—in scientific methods of using a library. In short, no feature of our American civilization during the last quarter century has been more significant than the wonderful growth of public libraries.

One thing remains unchanged. The *library spirit* was the same then that it is to-day; and this fact is in large measure due to the influence of the American Library Association. There

is excuse, therefore, for our affection toward this organization.

In recent years the Association has met in various parts of the country. It has enjoyed a generous and hearty welcome in the North, at Montreal; it has found an enthusiastic reception in the West, at Waukesha; it has delighted in the luxuriant hospitality of the South, at Atlanta. But nowhere, I assure you, — and I speak for Boston, I speak for Massachusetts, — in no section of this land is there in the hearts of librarians and people toward you and this Association a truer loyalty, a juster pride, or a more whole-hearted pleasure in your presence than here in the old Bay State. We bid you cordially welcome.

Dr. BILLINGS then delivered the

PRESIDENT'S ADDRESS.

(See p. 1.)

Dr. C. W. ELIOT, President of Harvard University, followed with an address on

THE DIVISION OF A LIBRARY INTO BOOKS IN USE AND BOOKS NOT IN USE, WITH DIFFERENT STORAGE METHODS FOR THE TWO CLASSES OF BOOKS.

(See p. 52.)

Adjourned, 10.15 p.m.

FOURTH SESSION.

(OCEANSIDE HOTEL CASINO, THURSDAY MORNING, JUNE 19.)

The meeting was called to order by President BILLINGS at 10 o'clock.

After announcements by the secretary and treasurer, GEORGE WATSON COLE read the

REPORT ON GIFTS AND BEQUESTS.

(See p. 97.)

W. I. FLETCHER: I think we shall all be greatly interested in the summary on the last page of "Gifts and bequests to libraries." There is one item that may escape the attention of some, which reminds me of the old story current in our part of the country, that the farmers used to say that they would have their boys go to college if it took "the last cow in the barn." We note under Nebraska record of the gift of a cow — perhaps it was the last cow in the barn — for a public library in the community.

Dr. STEINER: I would make the suggestion that it would be well to distinguish between Mr. Carnegie's gifts which are accepted and Mr. Carnegie's offers. While, of course, the Carnegie offers are just as creditable to Mr. Carnegie's generosity, they do not show what the country has actually received. For instance, under the heading of Maryland, there are reported two of Mr. Carnegie's offers, one of which was refused and the other of which has not been yet voted on, according to the best of my information at the present moment. So, instead of there being recorded two gifts of Mr. Carnegie to Maryland, there has been as yet no actual gift to the state. There have been two offers, one of which has been refused.

ARTHUR E. BOSTWICK read the

REPORT OF COMMITTEE ON LIBRARY TRAINING.

At the close of the report of the Committee on Library Schools at the Montreal conference of 1900 various recommendations were made regarding the permanent status of this committee, providing that its work be laid out for it each year by the Association, that it should report on certain definite things, that it should visit existing library schools regularly, and that its expenses should be paid by the Association. It still seems desirable that this plan should be adopted, but as it has not been adopted, this committee is somewhat free to follow out its own line in preparing a report. The absence of a provision for paying the expenses of the members of the committee in visiting the various schools makes it practically certain that the report in this direction will be at best partial and unsatisfactory, and in the present instance circumstances affecting the individual members of the committee have made it unusually so. Only one member of the committee besides the chairman has been able to make such visits, and they have visited but two schools between them. Such features of these, however, as appear to be new, interesting, or striking in any way will be very briefly described.

The absence of any specific directions on the part of the Association, however, seems to make this an appropriate time to discuss such of the broader features of library training as it may appear desirable to touch upon. The way in which these features strike the individual

vary much with the personal and local standpoint and it has been thought best, instead of trying to generalize points of view so that this discussion may be incorporated in the committee's report, to make the report brief and supplement it with short papers from such of the members of the committee as may wish to present them.

The library schools on which we are ready to report are as follows:

The Albany school has been visited by the chairman and by Mr. Green. Some features of special interest here are:

(1.) The inclusion in the course of instruction in business methods and office procedure, with a view to increasing its practical value. A modern library is a business institution and in most cases the librarian is its business head; yet too often he has had no experience in business methods and is apt to be impatient of what he regards as their red tape. This plan, therefore, is to be commended.

(2.) A course in methods of book-selection. This includes the preparation of what are known as librarian's book-notes, giving such facts regarding a book and its author as will be of real help to a librarian in deciding whether he wants that particular book in his library. The course is most admirable as indicating to the student the lines along which his own practical evaluation of literature may most profitably proceed.

(3.) The inclusion in the course of novelties like the Belgian modification of the Decimal Classification, which even if not likely to be of practical use in the small library, broadens the librarian's horizon and prevents his professional knowledge from becoming hide-bound.

In the report of his visit, Mr. Green commends the thoroughness and high grade of the instruction and the capabilities, spirit, knowledge, and aptitude of the staff. He says: "The students appeared alert and interested; to be working hard and with good results," and he adds: "I wish that a few months' apprenticeship in a good library could be added to the equipment of every member of a library school."

The Pratt Institute School has been visited by the chairman. Recent features in the instruction that seem to deserve special mention are:

(1.) The construction of what Miss Plummer

calls "ladders," or graded lists of fiction "leading consistently from the reading of a third or fourth rate novelist to one of the first rank." This is not only of the highest value as an exercise and as leading to a broader knowledge of fiction, but its results are destined to be of considerable use to the working librarian.

(2.) The construction by the students of a coronation picture-bulletin, which is really a collection or cycle of bulletins bearing on English history, from the earliest times to the present day. Although the ordinary library would scarcely undertake anything so elaborate, this is the last word in picture bulletins, and is a monument of careful and painstaking work.

(3.) The sending out of a circular to graduates, asking for criticisms of the course. The answers are considered in detail in a report read to the Graduates' Association in January last, and it would seem that they have been taken seriously into account. The course has been modified in several respects on account of them, and where the criticisms seemed not to be well founded they are analyzed and discussed. This plan is highly to be commended as making for better instruction in the school, and for good feeling toward it on the part of the graduates, most of whom are now working librarians.

It is much to be regretted that the members of the committee did not have opportunity to make other visits. A report of course might have been made up from data obtained from correspondence; but it has been thought best to include only observations made during personal visits.

In closing, your committee would strongly recommend that the Committee on Library Training be set a definite task by the Association for the ensuing year, and granted an appropriation for carrying out that task.

Respectfully submitted,

ARTHUR E. BOSTWICK, *Chairman*.

President BILLINGS: This report, I understand, is to be followed by brief statements from two members of the committee — Mr. Bostwick, the chairman, and Mr. Brett. I will now call on Mr. Bostwick.

A. E. BOSTWICK: What I have to add to the report of the committee is prompted by the fact, which seems in the highest degree unfortunate, that the large public library (I speak



especially from my own experience) is not able to make the use of the library school graduate that it would like to do. The fact that it cannot, and the fact that some of us think this fact worthy of discussion, may seem to reflect in some way on the library schools. Nothing can be further from the case, and it is to put the case clearly, as it appears to some of us, that this brief statement is written. We are confronted, like Mr. Cleveland, with "a condition, not a theory," and the condition is this: the library school graduate demands a larger salary than the public library can pay in its lower grades, and it is rarely able to offer him positions in its higher grades. At present this is a misfortune for the library, not for the graduate, for the latter has usually no trouble in placing himself in the higher grades of some newly established smaller institution. At present there is no dearth of such institutions. But this state of affairs will not continue indefinitely, and library extension will some day reach a condition of stable equilibrium. It is of the status of the library school graduate at this time that I wish to speak, for it is not far distant, and some of its conditions may even now be present. It strikes me that we can get a clearer view of the situation by looking at the library profession, not by itself, but in connection with other professions and occupations, and in trying to formulate certain statements that will hold good for all. Any such statement will necessarily be only approximate, and will be open to objection, but I believe that there are a few that contain broad elements of truth.

All workers who are laboring directly or indirectly for the public must receive some kind of preparation for that work. This holds good for those who are practising the so-called learned professions, for teachers, for soldiers and sailors, and for those engaged in all the various phases of the production and distribution of articles in demand by the public. We can hardly expect that library work will be governed by different laws from those that govern the general class of occupations to which it belongs, or that training for it will follow other lines of development than those followed by similar kinds of technical education.

Training for library work is now accomplished by three agencies — the library schools, the apprentice classes, and the summer schools.

The library schools are trying to do for librarianship what the law school does for the legal profession, West Point for the army, the normal school for the teacher, or the theological school for the ministry. That they do not yet fill exactly the same place as these institutions is evident from the fact that the other two agencies exist side by side with them. While the library-school training aims to be general, that of the class is commonly directed toward preparation for the special work of the particular library in which the class is held, while the summer school offers particular facilities for those who can give only vacation time to their work of preparation, and more especially to working library assistants who desire to perfect themselves in the technique of their profession.

That there is at present a place for all three, their continued prosperity sufficiently indicates. Yet that a work which is done in similar cases by one set of institutions should here require treble the number seems at least to offer a field for investigation.

Librarianship, as has been said, is simply one among a great number of professions or occupations that require both special training and general education. In the course of the latter certain features may be introduced that bear directly on the technical part of the training. This technical part may be acquired entirely by actual practice or partly by such substitutes for it as may be available in connection with the more theoretical part of the training. Thus the education of a person who expects to take up such an occupation may either be divided sharply into two parts — the general education and the actual practice of the occupation — or we may throw these more or less together by combining some general features with the theoretical part of the training, and supplementing it with a certain amount of practical work. The first is instruction by apprenticeship; the latter, instruction by a technical or professional school. The point that needs to be emphasized here is that the school instruction, though we speak of it as having largely supplanted apprenticeship, still needs to be supplemented by practical work before the person who takes up the occupation can be regarded as thoroughly trained in it. This is fully recognized in the learned professions. In law, the graduate of a law school is

glad to spend several years in an office at a nominal salary, or at no salary at all, in acquiring that experience without which his professional services would lack value. The graduate of a medical school is eager to obtain a hospital appointment where he spends his time in accumulating valuable experience at a small salary or without salary. The normal school graduate often begins his work as a substitute or waits for a year or more before securing a position. The newly ordained clergyman often goes into mission work or accepts the position of assistant at a nominal salary for the same reason; in almost every case he begins at least with a small pastorate. The graduate of West Point or Annapolis enters the service in the lowest grade for small compensation. The lawyer or the physician does not expect to jump into a lucrative practice at once; the clergyman does not complain because he cannot at once command a large church with a corresponding large salary; the normal school graduate does not ask to step into a principalship; the embryo soldier and sailor do not expect to be promoted at once to colonelcies and captaincies. This state of things is now pretty well understood and accepted. Yet it was not always so, and the tradition of the time when it was otherwise has not passed. The college graduate, in the estimation of the newspaper paragraph writer, is still a youth who regards his education as finished and the honors and emoluments of any career he may choose as ripened plums ready to drop into his lap. That there is still some justification for these squibs is undeniable, for there was still an earlier time when he was in a measure justified in doing so. When there was a greater demand for college-trained men than could be supplied from the few institutions then in existence a college graduate was not so far out of the way when he regarded the world as at his feet. Then came a period of increase in the supply and of brisker competition; the conditions were altered, but the newly-fledged graduate continued to act as if they were still the same. Finally he accepted the situation and his self-confidence is now but a fading tradition.

As school-training for library work is of recent date, so we cannot be surprised to find that it has not reached the position of stable equilibrium just indicated. The library-school graduate is still either in the first or the second

of the stages described above — in which of them statistics alone can decide. Probably he is still in the first or just passing into the second; in other words, his expectation of being able to earn his living by library work immediately after graduation without further experiential training is still justified or has been so until quite recently. That he has not passed into the third stage, where he realizes that such further training is demanded and accepts the situation, is quite evident. How many library school graduates are willing to serve in a public library without salary for six months in order to learn the special methods of that library and give proof of their own personal capability for the work? How many are even willing to accept positions in the lowest grade with salaries of \$35 to \$40 a month? The usual reply to such a proposition, "I cannot live on \$35 a month," clearly indicates that they believe that the school training should render them self-supporting immediately on graduation.

Nothing herein contained must be construed as approval of any particular minimum salary. The point is that library school training has not yet reached the stage, from the economic standpoint of supply and demand, where training for the learned professions rested some time ago.

Is this mental attitude of the graduate justified or not? In other words, is he in the first or the second stage? If he is still in the first, that is, if he really is able to secure self-support within a reasonable time after graduation, he must thank the great recent extension of library work due to stimulation of public interest and to large benefactions. That he cannot rely on the large public libraries is evident from the fact that these are coming more and more to fill the higher positions by promotion. A vacancy at the top means a general moving up all along the line, and the final result is that the opening for the ambitious graduate is near the bottom. If he wants a higher place he must look to the newly created institutions. At present the supply of these keeps up bravely. The situation is as it used to be with law and medicine, when the graduate could always "go out West" and find a newly founded town ready for his services. The West has now been well supplied with lawyers and clergymen for some time; it will also be

come supplied with librarians. When the profession is filled with a solid mass moving slowly upward it will be as hard to get in at any place except the bottom as it now is in the learned professions — harder, for with them there is no formal promotion from grade to grade.

Then the library-school graduate will pass into the third stage. He will accept the situation just as the law-school and medical-school graduates have done. He will reckon beforehand not only on so many years in the library school, but on so many additional years during which it will be necessary to give all or a part of his services in return for the acquisition of experience. That the learned professions have benefited by the natural selection forced upon them by crowding is undeniable. That the library profession will similarly benefit seems certain. When the second stage comes, however (perhaps, as has been said, it is already here), when the confidence of the graduate in immediate self-support is no longer justified, we should do all in our power to make this stage as short as possible, and to hasten the period when the situation will be calmly accepted. When this has arrived those public libraries that now maintain apprentice classes may substitute therefor probationary classes without formal training and requiring a library-school certificate for admission. Members of these classes will be paid a small salary or possibly no salary at all during the probationary period. All the assistants in the ordinary library will be graduates and the *raison d'être* of the summer school will have vanished. Thus two of the present methods of library training will have given place to the third, a consummation devoutly to be wished.

[At this point the president withdrew, and the first vice-president, Dr. J. K. Hosmer, took the chair.]

Dr. HOSMER: I recall a reminiscence that I have heard of Dr. Oliver Wendell Holmes some twenty-five years ago. As vice-president of the Harvard Alumni Association, he was constantly called upon by the president to preside. He began his duties in this way:

"I ought to thank the president,  
He has kindly broken the ice.  
Virtue should always be the first,  
I am nothing but the vice."

I have but one clear idea as to the duties which I am to perform this morning, and that is to threaten well the people who are in the back part of the room. That, I notice, is one of the principal functions of the presiding officer. I wish to remark that if the people in the back part of the room manifest any derelictions they will find that the "vice" is a monster of most frightful mien. We are now, I believe, to hear from Mr. Brett.

W. H. BRETT: When I accepted the honor of a position on the committee on library training, it was with the resolution that I would, during the year, visit each one of the library schools, but the pressure of unforeseen business engagements has prevented me from carrying this out. I have visited only one of the schools and that was due to the fortunate chance that business took me within reach of Pratt Institute. I am, therefore, unable to speak from personal observation of the work, and have been unable to prepare anything which I feel would be a valuable contribution in the subject.

W. C. LANE: Mr. Bostwick's paper was an exceedingly interesting one, but I think there was one point that he left out, which, to make the interest complete, should be added, namely, the fact that the successful lawyer or doctor, after he has served his apprenticeship, gets a very much larger income than the librarian. That point, it seems to me, has a decided bearing on the fact that we can expect a doctor and a lawyer to serve a good many years after his school training at a salary which barely supports him. I wonder if Mr. Bostwick thinks, or the company in general believe, that, as the condition to which he refers is attained, the rewards of the higher places in library work will be at all equivalent to those of the doctor and the lawyer?

Miss AHERN: I was very much interested in Mr. Bostwick's paper, but I am afraid we have come to a point where there is a little divergence. It seems to me that the line of comparison he made was too comprehensive. In the so-called learned professions, the lawyer and the doctor and the others of whom he spoke are not under a stated salary. In our own work the only legitimate comparison seems to me to be along the line of educational work. The salary of the school teacher who has re-

ceived a certificate from an accredited normal school is far beyond now, and always has been beyond, that which is offered to the graduate of the library school. While there is room for question as to the administrative ability, the power of personal direction, of the person in charge of a library or in the different positions in the lower grades, at the same time, the pressure, it seems to me, ought to come on the library schools rather than on the graduates of the library schools if we are going to compare with the normal school graduates, which to my mind is the only legitimate comparison. The pressure should be on the line of what the graduates of the library school really need. In most of the normal schools with which I am acquainted a certificate is not given to a graduate when the course of study prescribed by the school is finished. The graduate is expected to go into the field and show forth his fitness for the work which he or she has chosen before the certificate of the school is given. If the library schools were to adopt some plan of that kind so that there should be one or two years' actual experience in a library of standard grade before the certificate is given by the school, it seems to me that there would be very little question of what the salary should be. That would rest entirely between the library and the student. But for a graduate—one who has received a certificate and has gone through the professional period—to go to a public library at a nominal salary, or no salary at all, seems to me most unfair to all concerned.

F. M. CRUNDEN: Since the matter of salaries has been raised I would simply say, for the encouragement of all, particularly the younger people, that during my time the salaries have been about doubled. I remember when I first went into the business that the salaries of the two men who then might be considered at the head of their profession were respectively three and four thousand dollars. Now, younger men in the profession are getting from five to six thousand dollars, and salaries among assistants have, I suppose, shown a somewhat similar increase. We can never expect, in work of this kind,—which must be in its basis more or less altruistic and regardless of pecuniary compensation,—the same pecuniary compensations that are to be obtained in other professions where money is the main pursuit, and where there are unlimited opportunities for making

it. We must accept that fact. But there is no question about it, the trend of salaries is constantly upward and will continue to be so.

WILLIAM BEER: We have looked at this matter from the point of view of the library school graduate, but in the city of New Orleans there is a civil service law which, to begin with, prohibits the employment of any one not a resident in the city for twelve months. We wanted the services of a student who had had some years' experience in the library schools, but she had only lived for six months in New Orleans, and so was prevented from entering the examination and could not get on the list of eligibles. The largest employers of persons for library work to-day are the municipalities, and I think this Association ought to take some steps to look into the conditions under which municipalities are making it harder and harder every day for the obtaining of skilled assistants from the outside.

MELVIL DEWEY presented the

REPORT OF COMMITTEE ON A. L. A.  
EXHIBIT AT LOUISIANA PURCHASE EX-  
POSITION.

MELVIL DEWEY: The committee seems to be generally agreed on two main features of the exhibit planned for the St. Louis exposition: First, a model library, which it is hoped will be built in the exposition park and used after the exposition as a branch library for the city; and second, a representation in that building, in its equipment and selection of books, of the best library thought of to-day. The committee feel that in this building there should be absolutely nothing commercial; that library appliances—stacks and pamphlet cases and the other devices that may be shown—should not be shown in the library building; but that in the library building itself there should be two special exhibits, one from the Library of Congress of the maps and materials connected with the Louisiana purchase, and the other a smaller collection of books of special interest to visitors to the exposition. The library should represent not only a model town library for a town or a small city, but also a branch library. This would provide a place where one could go and read or write letters, and be a kind of library headquarters. We consider it desirable to devote this building entirely to the educational side of our work, and to limit the exhibits

brought there to charts, photographs, graphic illustrations, — those having reference entirely to the present status of library science, and not to attempt the antiquarian or historical side of the subject. The feeling is strong that we should make an exhibit more for the public, and to influence the public to understand the function of public libraries, than for the librarians themselves. If librarians wish to study technical details, they will have other opportunities, and it is probably better at St. Louis to try and make an exhibit of interest to the general public.

Our other exhibit will be the much-talked-of "A. L. A. catalog." The initial proposition for this undertaking came up at the last meeting in Boston twenty-three years ago this summer. At the Chicago exposition in 1893, we were able to put out a tentative "A. L. A. catalog" through the aid of the Bureau of Education. That catalog was put out without any of the annotations which were essential to it, yet in spite of that Dr. Harris told me the other day that the more he handled the book, the more he was convinced that it was one of the most useful that had ever been published in this country. The demand for it is constant, and there is a still greater demand that it should be brought down to date. A supplement was put into the hands of a committee in 1894, and they have been working on it without appropriations and without salaries, as time could be given. Part of their material is ready for the printer, but the opinion of the Publishing Board and of this committee is practically unanimous that it would be wiser not to publish the supplementary matter, but from that and from the old book to prepare for St. Louis a new single catalog, that should bring up to date the best selection of books we can give for the average town library. Then comes the essential question of annotations, and our suggestion is this: many thousands of notes have accumulated, but it is impossible to annotate every title in the way it ought to be done, in time for the St. Louis Exposition. Our proposition is to use the best of the notes we have at present for the first edition, and then to follow up that first edition immediately by continuous work in editing until we finally have an annotation for every title that seems to require it. The plan is to print the classified catalog so that it may be delivered in sec-

tions. If any library wishes the section on education or science or biography, that section may be printed from the plates, providing also for an index which shall give the classification numbers.

The work has met with almost insuperable difficulties from the time it was first proposed. We have appointed committees and editors, but we have never had any appropriations. It has been purely a labor of love, except what was done in 1893 by the Bureau of Education. Mr. Putnam is willing to print this catalog, so that it will be printed and distributed from Washington, and that is the first great step. Such a work belongs in our national library, and now that we have a national library that we are all looking to as headquarters it is proper that this catalog should be printed there and distributed from that centre.

The second point is that just as soon as that book comes from the press the editors have got to begin on the second edition. There will have to be an editor who will give his whole time to it. He must devote himself to collecting suggestions as to books and materials for notes, and we may hope with succeeding editions not to bring out a series of supplements, but from time to time to issue a book that shall represent the best books that can be chosen, with the best annotations that our combined efforts can procure. I am convinced that there is no single publication that we can make, no single piece of work that this Association can do, that will do so much for the smaller libraries and for individual readers as a book of that kind.

Any further exhibition at St. Louis is dependent on the means at our disposal. I hardly think the A. L. A. has funds enough in its treasury to warrant us in making an appropriation for this purpose. The model library exhibit and the "A. L. A. catalog" will be the best exhibit that we can make. Beyond this the committee have only to report progress, and express the hope that we shall have funds to supplement this with the other exhibit.

H. L. ELMENDORF: There may be a number of the librarians present who would like copies of the old "A. L. A. catalog," which is, I believe, out of print. There are something like five hundred copies stored away in the Buffalo Library. The copies are in good condition and if any of you would like them and

be willing to pay the freight or express charges I would be glad to send them.

H. J. CARR: If Mr. Elmendorf will ask the Bureau of Education for a frank, the whole bundle of catalogs can be sent back to Washington, where any one can get them without expense.

W. I. FLETCHER presented the

REPORT OF THE A. L. A. PUBLISHING BOARD.

(See p. 83.)

W. T. PEOPLES read the

REPORT OF COMMITTEE ON RELATIONS WITH  
THE BOOK TRADE.

Upon receiving, in October last, from the secretary of the Association notification of our appointments as members of the Committee on Relations of Libraries to the Book Trade, steps were taken at an early date to acquaint the book trade of our appointment, and to this end the following letter was addressed to the president of the American Publishers' Association:

MR. CHARLES SCRIBNER,

*President American Publishers' Association, New York.*

DEAR MR. SCRIBNER: At the twenty-third general meeting of the American Library Association held at Waukesha, Wis., in July last, one of the topics considered and discussed was the "Relationship of publishers, booksellers, and librarians."

A full and complete report of the proceedings of the conference may be found in the *Library Journal* for the month of August last.

As a result of the very thorough consideration of the above-mentioned topic it was decided that the council of the American Library Association be requested to appoint a "Committee on relations of libraries to the book trade."

At a meeting of the executive board of the Association held on September 30th last, the following-named persons were selected to compose this committee:

W. T. Peoples, of New York, Chairman,  
H. L. Elmendorf, of Buffalo,  
W. Millard Palmer, of Grand Rapids,  
John Thomson, of Philadelphia,  
Miss Tessa L. Kelso, of New York.

It will be the province of this committee, not only to guard the purchasing interests of the various members composing our Association, but also to endeavor to promote amicable and harmonious relations with your Association as the representative of the book trade.

As chairman of the committee I am in receipt of several communications complaining of some of the inequalities existing in the new arrangement of issuing "net books."

These complaints cannot be enumerated here. The object of this communication is to acquaint your association of the existence of our committee.

I shall shortly ask you for a personal interview as the most satisfactory and expeditious mode of adjusting the complaints which have thus far come to our knowledge. I am,

Very respectfully yours,  
W. T. PEOPLES,  
*Chairman.*

Through correspondence and personal interviews your committee has been constantly in touch with the Publishers' Association and individual members thereof, whereby the trade has been kept thoroughly informed of the dissatisfaction existing among the members of our Association, with the so-styled "net price system." In our first interviews we found considerable irritation existing, caused by what was considered to be erroneous and ill-advised statements by individual members of our Association. To a very great extent, we think your committee succeeded in removing these and overcoming a feeling at first inclined to resentment, until eventually we had assurances from leading members of the American Publishers' Association that they would listen to our appeal and at the same time favor granting us a concession in the way of an increased discount.

We then asked that a meeting of the Publishers' Association be called, that this matter might be considered at the earliest possible time. In this connection your committee desires to say that in all their interviews with the publishers they were careful to disclaim any desire to interfere with or injure the local booksellers in any way.

Various obstacles intervened to prevent the meeting of the publishers being held before the 27th of May last. In the meantime the annual meeting of the Pennsylvania Library Club and the New Jersey Library Association was held at Atlantic City. At their meeting the following resolution was adopted:

*Resolved*, That the American Publishers' Association be requested to consent that the dealers and publishers be permitted to give to librarians a discount up to 5 per cent. on net books.

The adoption of the above resolution had the effect of arousing and antagonizing the executive committee of the American Booksellers' Association. A meeting of that executive committee was held, and a memorial prepared addressed to the American Publishers' Association.

Among other things this memorial requested that the publishers instead of increasing the discount to libraries, should require them to pay the full net price for books. In addition this memorial contained other matter relating to libraries and librarians, which in our opinion is unworthy of a body of representative men, which we do not deem it wise to discuss at this time, and we regret to say that this memorial was signed by one of the members of our committee.

The outcome of the American Publishers' Association meeting, for which we had been laboring, held on May 27th, is shown by the following letter received from Mr. Charles Scribner, the president of the Association :

DEAR MR. PEOPLES: Probably you have heard that the Publishers' Association took no action upon the library question at their meeting, but this is to make good my promise to let you hear from me. In opposition to the suggestions from the library associations, the meeting had before it a request from the Booksellers' Association, enforced by some thirty odd letters from representative booksellers, to take away all discount from libraries, and to extend the protection over net books for another year. The meeting also had to deal with the price cutting in New York city, and other matters of importance. As a consequence of this situation it was resolved to take no action upon the library question. There is a desire on the part of some members that the library discount be increased, and I think it possible that some more favorable action may be taken at another meeting.

Yours very truly,

CHARLES SCRIBNER.

In reply to an inquiry, we also received the following :

DEAR MR. PEOPLES: Replying to your inquiry concerning the last meeting of the Publishers' Association, I would write that the Association refused to extend the protection to net books beyond the one year now agreed upon.

Yours sincerely,

CHARLES SCRIBNER.

Your committee respectfully suggest that the Association adopt the following resolutions for presentation to the Publishers' Association :

First: That the Publishers' Association having agreed to limit the net price protection strictly to one year, print on the back of the title page the month as well as the year of copyright, that all may know the date when the protection expires.

Second: That the Publishers' Association grant to libraries an increased discount over their present allowance on net books.

W. T. PEOPLES,  
JOHN THOMSON,  
H. L. ELMENDORF,  
TESSA L. KELSO.

MARTIN HENSEL: Most questions have two sides to them, but this one seems to have three, the publisher on one side, the bookseller on the other, and last, but not least, the librarian. Now, what the librarians want, I believe, is cordial relations with both and nothing else. The complaints in regard to library discounts come mostly, in the first place, from the booksellers themselves. They are dissatisfied with the conditions of things to-day. I was a bookseller myself for twenty-five years, from 1865 on, and I know something of the dealings of the book trade. To-day the libraries are among the best advertising and distributing agents that the publishers have, and I believe the relation between the libraries and the publishers is very fraternal.

The discount of ten per cent. on net books would be all right if the publishers did not raise the price on a good many books beyond what it should be. There are some books, I know, on which the publishers were compelled to raise the prices; but when they put a book that is listed at \$1.50 long, at \$1.35 net and give ten per cent. off of that, it makes it come to \$1.22, or less than twenty per cent. of what the book really ought to be to the library. Now, all we want in this matter is fair play, and I hope the committee on the relation of the libraries to the book-trade will be able to give us the fair play that we want.

T. L. MONTGOMERY: I very much regret that this committee did not take some notice of the unwarranted attack made upon a member of this Association in the memorial prepared by the Booksellers' Association, and I would very much like to make a motion that any member of that committee who was in any way responsible for that attack upon Mr. Dewey should be expelled from this Association, if he is a member. I think that was the most dastardly attack that has ever been made upon any one ever connected with our Association.

W. I. FLETCHER: It seems to me very essential that we have a clear understanding of the points involved. As has been said, it is probable that really the most dissatisfaction that has arisen, and the most justifiable dissatisfaction, has been with the failure on the part of the publishers to reduce their list prices sufficiently to meet the reduction of the discount allowed. I have been told on behalf of some publishers that they are at last beginning

to recognize that a very strong case has already been made against them on those points, and they are prepared to yield something there. The other point is quite a different one — what the amount of discount shall be on those prices. The prices might remain if it is intended that the prices of books shall be raised all along the line, but if they do not intend to have the actual cost of the books raised, they certainly should give us more discount. Let us keep those two points distinctly in mind, and it is almost a matter of indifference to us whether the publishers approach the subject on one side or on the other, — whether they reduce list prices, as compared with former list prices, of books evidently of the same value, or whether, not reducing any more than they have done, they increase the amount of discount given to libraries. It seems to me we are in a position to demand that there be a more equitable solution of this matter on the part of the publishers in one way or the other.

It is very evident to all observers that this book trade reform is in an experimental stage, and that we ought to put up with it for a year. I say "put up with it," not to cast any opprobrium upon the reform, because, on the whole, I myself believe in the reform, but I mean that we should put up for a year with the difficulties that some publishers tell us are incidental to the reform. It seems to me that the action we should take to-day is very fairly expressed in the resolutions offered by the committee, and I hope they will receive their proper reference to the Council and stand as the action of the Association.

MR. BERRY: We must not fall into the danger of thinking that the publishers are trying to make it easy for libraries to get books at the old prices. As a matter of fact, they have attempted to reduce the price of a dollar and a half book to a dollar and thirty-five cents in order to meet the difference in the present discount to the booksellers and the former discount to the booksellers, allowing a straight discount of twenty-five per cent. instead of forty per cent. as formerly. They are not trying to meet the difference between the former discount to the libraries of forty per cent. and the present discount to the libraries of ten per cent. It is the bookseller they are trying to protect, and the local bookseller needs the protection, as we must all of us believe, especially

if we have ever had anything to do with the book trade. But what we want is a little more equitable distribution of the profits. The publisher is the gainer in the present raise of prices, and not the bookseller. The object of this raise was to give the bookseller a little more chance; but he is not getting it, and he does not feel satisfied about it, and he kicks the A. L. A. instead of the A. P. A. as he ought to do. I believe, however, if we treat this matter with moderation and care, as the committee has suggested, that it will be left on safe ground. The committee is favoring moderation, but it is also favoring action, and therefore I believe in its policy.

HILLER C. WELLMAN: The facts are clear; the only question is, what are we going to do about it? It is not surprising in any way that the booksellers send a petition to the Publishers' Association asking that no discount be allowed to libraries. They would be foolish if they did not, because they are in for making money. The action of the Publishers' Association is essentially that of a trust: it removes competition, and so of course the booksellers desire to give no more discount than possible. If there were any competition, you would not find a bookseller in the United States anxious to have a rule prohibiting him from giving a discount to libraries. It is a very peculiar business that cannot afford a discount to the purchaser who buys in the course of a year from a hundred to three or four or five thousand times as much as the ordinary purchaser, and certainly a business of that kind can be conducted at a smaller cost when \$5,000 is involved than when \$1 is involved. I think we all sympathize with the bookseller because I do not think he is making very much out of it either way. It is the publishers that are at fault, and the question is, what are we to do?

I think the first thing to do is to make the general public realize that the prices of books have been advanced about 25 per cent. It is a matter of supply and demand, and as soon as that fact is realized by the ordinary purchaser, the publishers will put down their prices. There is no question about it. Our first endeavor, I think, should be to get the matter aired in the newspapers. Not only libraries are suffering, but the public itself is being mulcted. The public has not yet realized that when "\$1.35 net" is put on a book, the pur-



chaser is paying more than when \$1.50 was the long price.

The second thing, I think, is that as an association we should take active measures for our own protection. The librarians of the country ought to combine to discriminate in making their purchases against publications that are obviously listed too high. In a very short time then the publishers would hesitate before putting too high a price on their books. I hope we shall take the matter up vigorously, because it is a thing that in the end will right itself without doubt. Our object should be to hasten the remedy as much as possible.

H. L. ELMENDORF: I heartily concur in the report of this committee of which I am a member. I would like to give a little further information, and that is that the committee have every reason to believe that the Publishers' Association will make a moderate concession in their discounts. We have been so informed by individual members of the association. I want also to say to-day that a very great point has been gained in their refusing the request of the Booksellers' Association to extend the time of protection longer than the year proposed. Mr. Scribner was very definite on that point, that the time would be strictly limited to the time proposed, and that, I think, is a point which has been gained by your committee.

Then I want to speak of an impression that was given last night in our meeting that I think is entirely erroneous. It was stated last night that publishers considered the librarians to be of very small account. I can assure you that to my personal knowledge this is not the position of the publishers. In fact it is a consideration with a publisher before accepting a book and publishing it whether that book will be taken by the librarians. If it is a book that commends itself to the public libraries, the success of the edition is assured. It is the desire of the Publishers' Association to make this affair an equitable business matter between themselves and the libraries and the booksellers. They consider both parties as their customers and the matter as a business one. They certainly want more money for their books than they received at the time when they were all failing, for one reason and another, and there has been an effort on all hands to get for themselves first — besides incidental protection

to the booksellers — a higher price for their books for their own protection. If this Association will take temperate action and will continue a suitable committee on this matter, I have no doubt but that a state of things will be reached by which the libraries will benefit very much more than they do under the present arrangement, and where the arrangement will be considered equitable on both sides.

Miss KELSO: This question is one of considerable interest to the publishers, but I think that the librarians should realize that after all their combined purchases are really only a small proportion of the publishing business of any one house. I think it extremely ill-advised for the Library Association to go any further into the discussion of what the publishers shall charge for their books. We overlook the fact that the publishers nowadays are spending thousands of dollars in advertising to make their books known to the general public, and their chief interest is in the sale of books to the general public. Thousands of copies are taken by the general public where hundreds are taken by the libraries, and that matter of fifteen or twenty cents a copy on the retail price is a matter that must and will remain in the hands of the publishers and booksellers. On the other hand, it is true that libraries are recognized by publishers as most valuable advertising mediums and promoters of the reading of books, and our great point should be to bring forward all the arguments to the publishers that we can, showing them this side of the question. I do not think anything is gained by finding fault about the prices; the presentation of the rights of the librarians should be put upon different ground, — the fact that they are large buyers. It does seem unfair that a library which often purchases more books than all the local booksellers in a community should not receive a proportionate discount.

I may say, too, that I think the bookseller is rather likely to want a new adjustment before the year has passed. We who know anything about the bookselling business to-day, know that it is simply impossible for the average bookseller to take charge of and care for properly the trade of a library, even of only twenty or twenty-five thousand volumes. What does he do? He cannot afford to make the prices, so he turns over the whole list to the nearest large

dealer or jobber, and this fact in itself is likely to result in the situation adjusting itself. It is the general opinion of large dealers and jobbers that librarians should have a much larger discount, because they realize so thoroughly and practically the failure that must ensue from this endeavor to make local dealers care for library orders from year to year. So I think that this matter will adjust itself, and the Association could well go on record and go before the Publishers' Association with a temperate request for a definite discount, as large distributors and users of books.

MR. PEOPLES: I think it is generally realized that during the past year individual publishers have made errors in fixing the prices of some of their books. Of course, the American Publishers' Association cannot go to the individual publisher and tell him at what price he shall publish a book. I know we have the sympathy of a great many of the publishers. Just previous to presenting my report. Mr. William H. Appleton, of the firm of D. Appleton and company, who is present, expressed to me his sympathy with our side of the question. Therefore, I trust that any action taken will be considered with moderation.

E. H. ANDERSON: I move the acceptance of the report of the committee and that the resolutions they offer be referred to the Council.

*Voted.*

MELVIL DEWEY: I think it is only right to call your attention to our peculiar relations in Albany. The state library is a distinct institution, like your libraries, but I am also director of the Home Education department. We have an appropriation of \$60,000 for the benefit of public libraries. That money is assigned to public libraries, and it can be spent only for such books and at such prices as we approve. The law when it was passed distinctly authorized us to supply the books ourselves, instead of giving the money to the libraries. This plan has always been followed in Massachusetts, which buys books not only with all the state aid, but also very often with local money sent in to secure lower prices. We discussed this matter at considerable length, and I urged that this should not be done — that we should not supply the books as authorized by law, but should turn this business over to the bookseller. We have always recommended to these

libraries to buy of their local booksellers, provided they could get satisfactory service and the price that they wanted. We are compelled to certify that this money has been spent in accordance with the rules, but have been in an unusual degree considerate of the bookseller, and if subject to criticism it would be for regarding him too much, not too little. We often buy for our own use ten sets of a single traveling library. We also have bought fifty or one hundred copies of a very few English and American classics regularly studied in our schools, and lend these to students unable to supply themselves. We have a perfect right to sell any of these, but have never done so except that we had about five copies of four books some ten years ago of which some were sold. These are the collections which have been used to furnish a text for the recent attack on me personally by the Booksellers' Association. They guessed that as we bought duplicates we sold them, but they never took pains to ask, but printed an explicit statement wholly inconsistent with the facts. Now that they are made public we shall wait with interest for the apology which gentlemen always make when they have made unwarranted and offensive and harmful statements under a misapprehension of the facts. I should not have mentioned this subject had I not learned that many people were stoutly defending us for adopting the Massachusetts plan of supplying books when in fact we have never done so, though we have it urged on us as a duty to the public.

*The Publishers' Weekly*—and my relations have been most friendly with the office of that paper—has always misrepresented what I have said about the function of a library. I was asked to prophesy what was going to happen in the next century, and I prophesied—and I still believe in my prophecy—that the library is to follow exactly in the steps of the development of the public school and public education. I claimed that the tax-supported high school had displaced the private school carried on for the personal gain of its teachers, and the tax-supported library is displacing the circulating library and is being supported at public expense. It is absolutely free. We cannot stop this movement. I have never tried to help that movement on, but I predict again that this is inevitable. When the high school, as it has done in so many cases, gave a better

course, with a larger faculty and a better equipment in every way than the private school, the pupils of the private school went over to the high school. The high school is an institution of which we are proud, and the public library is following on the same lines.

You cannot replace a stage-coach with the trolley line without injuring the business of the stage driver. To help people buy and own the best books, I have always contended is a peculiarly good thing. A book owned is a great deal better than a book loaned. We must work back from our local library to the library in the home and in the house and the library of the individual. That means the owning of books, and the books must be gotten from the publisher to the person who is to own them. I have always made this qualification, that the bookseller may continue to live in the larger towns, but he has already disappeared from the smaller towns. It is as foolish to hope for the revival of the competent bookseller in the little community as it is to restore the stage coaches.

Now, I have never said this before, but I am going to say it, that there are booksellers who, instead of being the strong allies of good reading are the worst enemies of good reading. You know men who are so-called booksellers, who sell tobacco and cigars, etc., and who will sell the very worst publications quicker than they will sell the best literature if they can get five per cent. more profit. There are men claiming the privilege of retail booksellers who have no education and no ethical standards. They say, "Our only concern is dollars and cents." They would just as soon sell whiskey at one end of the counter and tobacco at the other. They handle the cheapest commercial literature and they sell it whenever they can make one cent more profit than in selling the best editions. The bookseller of the old standard, aiming to educate and uplift the community, belongs with us. He ought to be a member of this association. But we would be cowards if, because a man who says distinctly, "I have no interest except to make dollars and cents," puts on his sign, "Bookseller," we should admit that he should take his place with us as a member of a profession which we honor, in which we mean to work, and in which we mean to maintain our self-respect.

#### FIFTH SESSION.

(OCEANSIDE HOTEL CASINO, THURSDAY EVENING, JUNE 18.)

The first part of the evening session, from 7.30 to 8.30, was conducted by the officers of the Bibliographical Society of Chicago. It was opened with a paper by CARL B. RODEN on

#### THE ORGANIZATION OF BIBLIOGRAPHICAL WORK IN THE PAST.\*

Mr. Roden briefly outlined the three bibliographical enterprises, now in existence, which are engaged in international bibliography, viz., the Office International de Bibliographie, the International Catalogue of Scientific Literature, and the Concilium Bibliographicum. "The first of these is the most ambitious, its goal being nothing less than a general international bibliography; the second limits its scope to the literature of the sciences; the third to that of one science only." From the kindred work undertaken independently by these three bodies it was evident that the scientific world had awakened to the urgent necessity of prompt and effective bibliographical effort.

AKSEL G. S. JOSEPHSON followed with a paper on

#### PLAN FOR THE ORGANIZATION OF AN INSTITUTE FOR BIBLIOGRAPHICAL RESEARCH.

(See p. 61.)

President BILLINGS called the meeting to order at 8.40. The secretary announced that the

#### ELECTION OF OFFICERS

would be held on Friday morning between 9 and 12 o'clock. The tellers were announced as Malcolm Wyer and George H. Stockwell.

CHARLES F. BURGESS read a paper on

#### SELECTION OF TECHNICAL AND SCIENTIFIC BOOKS.

(See p. 56.)

EDWIN H. ANDERSON: I would like to ask when this list to which Professor Burgess refers will be available, and by what means libraries will know when it is available.

\*Mr. Roden's paper was a review, from material already in print, and was not intended for publication.

Mr. BURGESS: It is hard to say when the list will be available. I expected to have it some time ago. We will make a great effort to have it out within a month or so, but in what way it will be published I am unable to state. It may be that our society will issue it, and your president has suggested that possibly this Association might be willing to take it up and publish it in connection with some of their other publications. We should like to have it published in the way that it would do the most good.

President BILLINGS: When the list is finished it is probable that the Publishing Board of this Association can find a way to bring it to the attention of libraries.

I am somewhat familiar with the Correspondence Schools of Scranton, and I have taken the trouble to look at their books, and I regret that I cannot concur with Professor Burgess as to their great value. I think his committee will be able to get a much better list of books than those books will give them.

N. D. C. HODGES spoke on

#### THE SELECTION OF SCIENTIFIC BOOKS.

As a general statement, only the larger libraries can care for the needs of trained engineers — taking engineers in the broad sense to include chemists and all graduates of technical schools. These experts want the sets of transactions of engineering societies and the sets of technical journals. The cost of these in any completeness precludes the possibility of their being on the shelves of a small library. The small library can supply the systematic treatises, more or less popular, on the different branches of applied science. These treatises are always somewhat out of date, are generally a year or two behind the periodical literature, but they serve the purposes of the artisans, the amateurs, and the general readers. Engineers appreciate that they are hardly competent to judge of literature of this kind. It is not written for them, and is of very little service to them. Information on a good many side subjects, such as basket-making, printing, and the allied industries, lithography, is sought at a public library, either in treatises or recent volumes of trade journals, or it may be that everything that is wanted can be found in the Universal Encyclopedia. The "Encyclopedia Britannica" articles are too technical for the average

public library patrons. It would be presumption on my part to suggest a list of books for the technical room of a public library. Such a list has been under consideration by a committee of the Society for the Promotion of Engineering Education. I will only say that we do not like to purchase any technical books if the copyright dates back more than three years. Such books quickly become dead books — the *Makelatur* of the Germans.

We opened in March a Useful Arts' Room at the Public Library of Cincinnati. We have in that room the current numbers of 140 scientific journals. We have also the scientific books and the recent volumes of patent specifications and drawings, and the necessary patent indexes. I would be inclined to buy for the average public library the books of the day, making the best selection possible in all lines of applied science. At one time these would run to automobiles, at another to wireless telegraphy, and at a third to liquid air. In five years whatever is purchased should be handed over to the junkman. There may be some money loss in the transaction, but this will be made good by the gain of freedom in your habits of thought and action. There are a few standard works on engineering which have longer lives, and which should be on the shelves constantly. But if any one is to use these standard text-books it will be necessary for him to buy his own copies. A public library can seldom supply text-books to those who are studying.

A paper by W. DAWSON JOHNSTON on

#### THE WORK OF THE DIVISION OF BIBLIOGRAPHY OF THE LIBRARY OF CONGRESS,

(See p. 63.)

was presented, in Mr. Johnston's absence, by HERBERT PUTNAM.

C. W. ANDREWS spoke on

#### A PROPOSED BIBLIOGRAPHY OF BIBLIOGRAPHIES.

Mr. ANDREWS: The first bibliography of bibliographies known to me was published in the seventeenth century and since that time so many have been published as to call for the preparation of a guide to them, which was done by Mr. A. G. S. Josephson in his pamphlet entitled "Bibliography of bibliographies chronologically arranged." The necessity for or possibility of such a guide is so foreign to the ideas

of the reading public that some well-educated people, including at least one librarian, have failed to understand this title and have assumed that the list is another one of the works which it records. It might be better, therefore, however forced it might seem, were the title given in full as a "Bibliography of bibliographies of bibliographies," or to expand one of the titles quoted in it, "A book about books which relate to books about books." Or perhaps a mathematical expression may be allowed and the title expressed as (Bibliography)<sup>4</sup>.

Although this work records 156 titles, yet the larger part of them are either general or deal with the literature of special countries rather than with that of special subjects. Only five treat specifically of the bibliography of science; one is dated 1862, another is six pages in length, while the other three treat of individual sciences. Some of the more general lists of subject bibliographies, especially those published by the Harvard College Library at intervals up to 1891, by the Boston Public Library in 1891, and the New York Public Library in 1899, are valuable aids, but less so in science than in other fields. For these reasons it has seemed to us that the publication by The John Crerar Library of a "List of special bibliographies" would fill a gap and serve a useful purpose. The list, which will be issued early in the fall, is essentially a reprint of the 016 section of the classed catalog and gives not only the distinctly bibliographical works on each subject, whether periodicals or monographs, but also the titles of works which contain bibliographical material thought to be of interest either because of the number of titles given or the minuteness of the subject treated. It includes also general indexes to periodicals covering more than a single year, whether the periodicals contain bibliographical material or not, and further the catalogs of special libraries which often are valuable bibliographies. Its scope of course is that of the library, and practically includes all science in its broadest sense, except philology and medicine, or, as we express it, "the social, physical, and natural sciences and their applications." The list is much fuller than the library bulletins which have been mentioned, and so far as the incidental bibliography brought out is concerned, is approximately of the same class as the bibliographical notes made by the Library of Congress and Harvard

University. Still it is very far from being a complete presentation of all bibliographical lists; for while it will give about 3,000 references in the main work and about 150 in the appendix, de Margerie's "Catalogue des bibliographies géologiques" contains almost 4,000 titles on geology alone. The latter includes, it should be said, besides much material classed elsewhere in more general lists, periodical articles, "lists of works by the same author," and much other material of like unimportance. The list is to be indexed both by authors and subjects, using for the subject entries the catch words occurring in the titles and perhaps even in the contents notes. We may, therefore, hope that it will give assistance even in such a case as that of guilds, on which no special list is known to us, except one prefixed to a chapter in a larger work.

W. I. FLETCHER read a paper on

#### THE WORK AND PLANS OF THE PUBLISHING BOARD.

The Publishing Board came into existence in 1886, but was prefigured in the arrangements made ten years earlier for the production of the new edition, published in 1882, of Poole's Index. Dr. Poole at the first meeting of the A. L. A. in 1876 proposed his scheme of collaboration for the preparation of this work, which met with an enthusiastic response; and it was perhaps not so much the success of the method of collaboration as applied to this particular work as it was the spirit of earnest united effort among librarians which was thus manifested, that led directly to a more formal organization for the furthering of other similar undertakings.

From the first the Board has been at work on co-operative cataloging, attacking the catalog problem at two points which may be called its right and left wings. For the right wing, there is the furnishing of printed cards to supersede the necessity of each library doing original cataloging work, and so effect an immense economy. This phase of the Board's work, while always recognized as one of extreme importance, was, not unexpectedly, found to be one of great difficulty. At last it seems that the chief difficulties have been met, and through the instrumentality of the Library of Congress, the libraries will ere long be supplied with catalog cards not only for new books, but for the great

number which are common to the general run of libraries. This undertaking on the part of the Library of Congress is so great that it will be natural for that library to leave to others, working through the agency of the Publishing Board, the furnishing of cards for analytical entries for sets, the Library of Congress itself using our cards of this kind. The Board's work in this matter of analytical cards for sets of periodicals and serial publications not covered by such indexes as Poole, the Cumulative, or the A. L. A., is well established and is going on on a firm basis.

But there is a point, not clearly established, at which libraries will naturally stop in the matter of analytical cards; or more properly there is a large field of analytical entries better covered by indexes in the form of printed books. The distinction here made is clearly brought out by observing that while many libraries were making analytical subject cards for articles and periodicals before Poole's Index was published, few would now look with anything but dismay on the discontinuance of the several good periodical indexes now published, and the consequent necessity of making analyticals for periodical articles. The "A. L. A. index" is being more and more widely accepted as carrying the same principle into the field of general and miscellaneous literature, and few libraries now beginning to make a catalog will make card analyticals for the books covered by that index or would fail to consider the "Index" immensely superior to the results of such analytical work as they could do in its absence.

A more striking example of the value of this part of the Board's work is found in the "Portrait index" soon to be issued. Years ago some libraries found it worth while to attempt to make card analyticals for portraits in collections. This was done to a large extent in the Boston Athenæum and the entries there made form a basis of the material accumulated under the editorship of Mr. Lane for our "Portrait Index."

I have thus shown how the Board's work attacks the right wing of the catalog problem by supplying printed cards where that method seems the wise one, and the left wing by the issue of printed index volumes to take the place of elaborate and voluminous analytical subject cataloging.

Beyond this work, which may be regarded as "co-operative cataloging," the Board has on hand several important undertakings. Its annotated lists (1st) of "Books for girls and women and their clubs," (2d) of books on the fine arts and music, and (3d) of the "Literature of American history," represent an effort to provide for the evaluation of literature, an effort owing its initiation, as well as substantial financial support, to Mr. George Iles, whose endowment for this part of our work exceeds \$10,000. Then there is the issue of "library tracts," intended to comprise a series of brief handbooks on the best methods of starting and organizing libraries. The name "Tracts" suggests the missionary aspect of this series of publications and they are intended to be used in arousing interest in library matters where such interest does not exist, and second, to give the necessary and helpful direction to those who are engaged in the beginnings of library work. These "tracts" will find their best use in a free distribution by the various library commissions.

My purpose has been to show the general trend thus far of our work and to emphasize its value. But I am to speak of not only the "work" but the "plans of the Publishing Board." You may well believe that this portion of my paper, if written in anticipation of this meeting, had to be rewritten. Of course what is now expected is some indication of what use the Board will make of the income assured to it by the munificent gift of Mr. Carnegie, announced to us in the address of our president. We may well suspect that we have to thank Dr. Billings for more than the mere announcement.

A fair consideration of the work lying before the Board can only be had by looking over a larger field. Mr. Carnegie's gift to the Association for the work of the Board was made after deliberation on the part of the officers of the new Carnegie Institution as to the possibility of including in the scheme of that institution a department of bibliography. That question is, as we understand, not yet determined. But it is practically determined that should the Carnegie Institution undertake such work, its scope would be such as not to include the kind of work to which the Board principally gives its attention; it would rather be in the field of bibliographic research — the advance-

ment of knowledge. Should the Carnegie Institution develop its activities along this line some of the undertakings contemplated by this Board might naturally be turned over to that institution. The field of the Board's work would thus be limited, as indicated in the terms of Mr. Carnegie's gift (terms nearly identical with those used in presenting the matter to him), to the preparation and publication of reading lists, indexes, and such other bibliographical and literary aids as would be specially useful in the circulating libraries of this country.

In passing it may be well to remark that the scheme for an American Bibliographical Society might be held in suspense until, in case the Carnegie Institution enters at all the bibliographical field, it shall be seen what ground remains for such a society to work in between the Carnegie Institution on one hand and the Board on the other.

There has not been time since the Board was informed of its present good fortune to formulate any definite plans for its future work. Only a general answer can be given to the question, "What are you going to do with that money?"

In the first place this increased income will enable the Board to maintain a decent office equipment, including *personnel*. What it has long needed is a paid executive officer to do much of the work which has devolved on the members of the Board, but which has become, with the growth of its work, too onerous to be so carried. Probably it is safe to say that one-half of the increased income of the Board will be absorbed in promoting, in this and other ways, its general working efficiency. As to the publications which it shall issue, attention should be called to the fact that, as shown by our report, several important undertakings are immediately before us, the proceeds from which will be received only after considerable delay. The new financial basis of the Board will prevent the necessity of delays caused by financial inability, to meet the necessary expenses of editing and printing.

The "Portrait index" is nearly ready for the printer and the printing can now go forward without fear that the Board's treasury will be swamped.

The "A. L. A. catalog," in its new edition, must be prepared at once if it is to be ready for

the St. Louis exposition, and a considerable sum can be very wisely expended in facilitating this work and making the annotations as complete as possible.

A new catalog of reading for the young, including copious annotation and an index to juvenile periodicals, is also much called for. Additional "library tracts" to a considerable number may also be printed.

Mr. Iles's scheme for the evaluation of literature may be thought of as one of those things which the Board may now carry without difficulty into the many fields not yet covered by it. But when it is also observed that the volumes already issued have been made possible only by gifts from Mr. Iles, far exceeding what the Board could supply even from its increased income, it is evident that the continuation of this scheme on the same high level of editorial merit calls for further special financial support of the sort of which Mr. Iles has furnished so brilliant an example, or may perhaps come properly within the province of the Carnegie Institution.

GEORGE ILES spoke on

#### GENERAL BIBLIOGRAPHICAL WORK.

Four years ago a "Guide to the literature of American history" was undertaken by this Association. The task of general editorship was accepted, at our request, by Mr. J. N. Larned, he giving his services without charge. Until eighteen months ago, when the manuscripts were finished for all departments except that of Canada, the work was under Mr. Larned's direction; since that time it has been completed and carried through the press by Mr. Franklin O. Poole and myself. The book is now before you and I trust that you will find it worthy of the sponsorship you have assumed in giving it to the world.

At first the work was planned on a much smaller scale than that to which it finally grew. A selection of about one thousand titles was contemplated in the beginning, and a provisional list was made up on that view, printed as a pamphlet, and submitted for amendment to many of the leading scholars, teachers, and critics of the country, whose co-operation was sought. From among these a large staff of highly qualified contributors was engaged. Some historical writers and students, whose services were greatly desired, could not be se-

cured; but, on the whole, a more satisfying enlistment of special scholarship for the critical work wanted, in the varied fields of American history, could hardly have been achieved. With advice and help from many of the contributors, and with much careful study of such extraordinary labors in the bibliography of American history as those performed by the late Justin Winsor, the list of titles was thoroughly revised, after a conclusion to enlarge it to the full limit of need had been reached.

To secure for every book so listed a descriptive and critical note from, as nearly as possible, the best qualified pen in America proved a difficult task and consumed much time. It was found that when the titles had fully gone their rounds there were a good many books that nobody cared to deal with, but which had to remain included nevertheless. There was nothing for it but to draw upon trustworthy criticisms in print, or to engage critics who would read these works afresh for the bibliography.

The actual gathering in of contributions was slow work. Every man of mark in America has too much to do, so that there was inevitable and sometimes serious procrastination. Often the galley-proofs came back with corrections so radical as to show a keen sense of responsibility in the contributors. Signing their notes as they did, and usually from the chairs of leading colleges and universities, they endeavored rather to voice the view of a judicial bench, to give us "the consensus of the competent," than to utter individual opinions. And this is just what "appraisal" means. The Guide may disclose faults on careful examination, and similar books in time coming may be better in detailed particulars, but just as it is, this work marks an immense forward stride in librarianship. It brings the seeker to the knower more helpfully than in any preceding aid of the kind; it affords the reader or student anywhere access to the most trustworthy adviser who could be impressed for his service. A supplement to the Guide is in hand; its titles and notes for 1900 are completed; those for 1901, to be incorporated therewith, are in preparation. The main bibliography and this continuation of it will, I trust, be the first steps in the systematic appraisal of the whole working round of our literature. How may further steps be taken? Pray permit a suggestion or two.

It has long been a dream of this Association that there might arise a Library Institute to conserve and promote the interests of public libraries as a whole. In such an Institute might be shown everything to inform the founder or builder of a public library, whether plans, elevations, fittings, or the like; together with the fullest help for the librarian by exhibition of approved methods of administration, of all aids adopted in the best practice. At such a central home might be conducted the co-operative cataloging which does so much to unlock the treasures of periodical and official literature. In this Institute might well be prosecuted the work so happily inaugurated by Mr. Larned. The officers in command of "appraisal" should have a constant outlook upon the field whence to draw their critical forces, and should have the experience necessary to give accuracy and despatch to the mechanical side of the work. These officers and their staff might be organized somewhat as are those of a great critical journal, everybody's whole time being engaged for the allotted task.

All this demands a large endowment. In seeking that endowment it is first needful to discuss plans and methods to the end that the best may be sifted out and formulated. There can be little doubt that the wealthy and generous men who have done so much for the creation and extension of public libraries, so much for the most fruitful acceptance of literature by all the people, will provide the key-stone for an edifice already without parallel for the sagacity and munificence displayed by its builders.

JOHN THOMSON followed with a

#### REPORT ON INCUNABULA LIST.

When the Free Library of Philadelphia came into possession of the collection of incunabula gathered together by Dr. W. A. Copinger, it was thought desirable to get together a hand list of other incunabula in this country so that it would be known where copies could be consulted by students if the owners were willing. Lists were sent out to a large number of persons inviting information, and each owner was requested to give a variety of particulars, including the title of the book, the name of the printer, place and press, with date and name of author (where given) and references to Panzer,



Hain, etc., where practicable. Answers were received from 33 libraries and 20 private owners, and the number of books reported on amounted to 2,417, 2,273 of these belonging to the libraries, and 144 to private owners. Several private owners declined to give the information, on the ground that it was very undesirable to let booksellers have full particulars of any particular individual's collection, as if it were known what were the lacunæ in any owner's library, the chances of filling them up excepting at a high price were lessened. The appropriations made to the Free Library were considerably reduced during the years 1901 and 1902, and it became necessary to abandon the execution of various hand lists and bulletins, which, however much they were wanted, could only be completed and printed at some considerable cost. The hand list of incunabula was, therefore, laid aside for these reasons only.

If the Bibliographical Society of Chicago or its successor (should there be an American Bibliographical Society established) would be willing to undertake the completion and printing of this hand list, it is not to be doubted that the trustees of the Free Library of Philadelphia will cheerfully authorize the particulars of information already gathered together to be handed over to such society. In this way, the work already done would be utilized and I for one should be most willing to co-operate with those who shall undertake the work and give of my services as best I can to make the hand list valuable and complete.

The collection in the Free Library numbers 517 volumes, and amongst the particulars given of other collections may be mentioned: 136 volumes in the Columbia University Library, 132 volumes in Cornell University Library, 257 volumes at Harvard, 279 in the New York Public Library, 336 in the Union Theological Seminary at New York, 97 at the Newberry Library, 88 at Princeton, 80 at Hartford Theological Seminary, and 68 in possession of the Grolier Club.

Probably it will be felt by the great majority of those whom I am now addressing that this mass of information ought not to remain unused. The Free Library will only ask that due recognition of its preliminary work be given in the introductory remarks to the hand list when it is published.

Adjourned 10.05 P.M.

## SIXTH SESSION.

(OCEANSIDE HOTEL CASINO, FRIDAY MORNING, JUNE 20.)

President BILLINGS called the meeting to order at 9.20.

The secretary, after announcement, read report of business transacted by the Council.\*

J. C. DANA: I would like to bring up the matter of the relation of the public libraries to the book trade, and if I may be permitted I would like first to call your attention to the resolutions in the report of the committee on this subject, which were received yesterday and referred to the Council. The gist of this report is found in the two resolutions at the end. Whether or no these resolutions will be passed by the Council, of course, we have no assurance; and even if they should be, I have a feeling — and it is a very strong one — that the passage of these resolutions by the Council would not be as effective as some action by the Association itself, dealing directly with this matter. I have talked with a number of librarians and some publishers since I came here to this meeting, and I am convinced that if we cease our activity in regard to this subject, as this action which we have now taken is in effect doing, the Publishers' Association will take no further action; while I am just as strongly convinced that if we do take some decided stand we shall secure a further reduction on these prices of net books. Consequently I offer the following motion: That the executive board appoint a committee of three to investigate further the question of library discounts and the net price system, to confer with the Publishers' Association and take such action as may be necessary to procure reasonable prices.

President BILLINGS: Under the rules of the Association that motion will be referred to the Council, and will be reported to the Association this afternoon.

Mr. DANA: I do not want to bring up a constitutional question, but still I think this is an important one, and I am going to appeal from the chair to the house.

President BILLINGS: I will give the grounds of my decision. The constitution provides that the Council shall act upon all resolutions pre-

\* See Transactions of Council and executive board, appended.

sented before a meeting of the Association, except that "by a three-fourths vote of those present and voting" the Association "may take direct action, or revise the action of the executive board or Council, or give them mandatory instruction." The intent of the constitution is to have all matters for executive action come before the Council, and then be reported back to the Association before the general meeting acts upon them. It is on this provision of the constitution, and in accord with its general spirit,—that a matter like this should be reported on by the Council before any action is taken by the Association, and before the use of the three-fourths vote privilege,—that I rule that the motion which insists upon this vote by the Association this morning is out of order.

Mr. DANA: As I understand it, if the ruling of the president is correct, this Association cannot do any business as an association whatsoever—

President BILLINGS: Until it has been before the Council.

Mr. DANA: If the Council does not choose to bring it up, the Association cannot touch it. That is, the hands of the Association as a body are perfectly and completely tied. Now, I have talked with many members of the Association about the formation of the Council and the extension of its duties, and I know perfectly well that it was not the intent of the framers of that constitution that the power of the A. L. A., as a body, should be entirely taken away from it, or rather that it should entirely give away its powers. If the president is correct in his ruling, then this Association has created out of itself a body more powerful than itself, and I question if we had not better decide that here and now. As I say, it does not concern me very deeply, but it is a very interesting academic question.

Mr. LANE: I hope the chair will consider this matter again, because I think this would make a rather unfortunate precedent. The articles of the constitution which relate to the Council and the management of the business of the Association, as I understood them and as I think they are commonly understood, were intended so that we might refer to the Council matters which would take up too much of the time of the Association, and also in order that the promulgation of recommendations should be left to the Council rather than be decided

upon by the Association. But this is simply a minor vote in the ordinary course of business, and if such votes are uniformly referred to the Council, it seems to me that it will produce a feeling in the Association that the members have no part in the conduct of affairs and will diminish interest.

President BILLINGS: The effect of this motion is as follows: a report has been presented from a committee, accompanied by resolutions. That report has been referred under the rules to the Council. That reference was made yesterday; the Council has had no chance to act upon it. The committee is not discharged; the committee is still in existence until it is discharged. The Council has had no opportunity to take any action on the recommendations of the committee, or to consider whether this committee shall be continued, or whether a new committee shall be appointed, or anything of the sort. The matter would come up in the business of the Council this afternoon and would be reported on at the meeting this evening. This motion is to prejudice the case without waiting for a discussion of the matter in the Council, and this assumes that the Council is going to be hostile and is not going to do what the mover of the resolutions desires. The precedent is bad,—very bad. I have no particular objection to the motion of Mr. Dana; but to take the matter entirely out of the hands of the Council, having created the Council for advice in this matter,—this is a kind of motion that I think is out of order.

Mr. DANA: Excuse me, Mr. President. I would like to have it thoroughly understood what it is we are voting on. We are not voting on the question as to whether or no my motion is out of order as regards its relation to the Council. We are voting on an interpretation of our constitution. If we sustain the president then we decide that this Association as an association can do no business except as the Council permits it to do business. We cannot pass the simplest of motions; we cannot request the executive board, even by a three-fourths vote, to appoint a committee—

President BILLINGS: That you can do under the constitution.

Mr. DANA: Not under your interpretation, until the Council has given the Association an opportunity to pass on it. Now, if what the president says is correct about the relation of

my motion to the resolutions offered yesterday and referred to the Council, I am perfectly willing to withdraw it. I am not making any fight against the Council whatsoever. No man has stood more strongly for the existence of a Council in this Association and for giving it strong powers than I have. I believe in it most heartily, but I think you should understand very thoroughly that you are now interpreting a point in your own constitution and that it means a great deal to you. It is not a question of reprimand to me or reprimand to the Council, whether you sustain the president or me. The question is purely one of interpretation of your own affairs.

F. P. HILL: For the benefit of those of us who have come in since the resolution was presented, I will ask the secretary to read the resolutions.

President BILLINGS: Will the secretary read the resolutions?

Mr. DANA: I do not see any occasion to read the resolutions. That question is not before the house. There is a motion now before the house.

President BILLINGS: I have decided that the resolutions presented should be, under the rules, referred to the Council, and should not be voted on by the Association. An appeal is taken from that decision.

Mr. DANA: The question is whether or no a motion can be acted on by this Association and whether or no any motion can ever be acted upon by this Association.

Mr. HILL: Do I understand that the motion is to take these resolutions out of the hands of the Council?

Mr. DANA: No.

President BILLINGS: It is to prevent the resolutions from going to the Council and to give directions preventing the Council's action on the report of the Committee on Relations with the Book Trade.

Mr. HILL: If the Council decides adversely on the resolutions, does that end the matter?

President BILLINGS: No, then the matter comes up this evening. The Council must report back to the Association this evening.

Mr. DANA: Let me say one more word. What I would like to get at is an understanding of our constitution. Now, if the president is correct, why, let us agree to it. I think there are some advantages in the Association's not

being able to do business; but you may not think so. The question has come up and if we can understand it enough to vote on it, let us vote on it. If we cannot, I think the suggestion that we defer it would perhaps be a good one.

President BILLINGS: I think it would be well not to attempt to decide the point now, because we should need considerable discussion from older members, and from those who had to do with the framing of the constitution and know what is its intent, and that we have hardly time for.

Mr. DANA: I suggest that we withdraw the matter until this evening, and let some of these older heads talk about it, and present the case this evening. I feel pretty strongly about this net price business, and I know you are making a mistake when you leave the matter in the way in which you have left it.

President BILLINGS: It has not been left in any way yet.

Mr. DANA: It will be.

President BILLINGS: That implication is precisely the reason why such matters ought to be referred to the Council first.

Mr. DANA: I mean, Mr. President, that even if the Council brings in these resolutions and allows us to pass them this evening, or brings them in and approves of them, unless we vote on them the matter will be left very much in the air, so far as the Publishers' Association is concerned. If the Council brings them in and allow us to vote on them and express our opinion as an association, that we think we should receive a greater discount than heretofore, I am satisfied.

Mr. DEWEY: I think the resolutions of Mr. Dana should go over until the evening session, after we have a report from the Council. I am not a member of the Council, but I have always stood for the entrusting of these questions to the Council; and if we have ever had any question in this Association that ought to be handled by our wisest and most careful people and ought to be guarded against mistakes and hasty action such as are liable in a big meeting, this is such a question. If we are to be able to buy only two books in the place of three, that is a very serious matter to the libraries of this country. Any mistakes made now will delay the matter for years. I favor the question going to the Council, if, as is understood, the Association

will have an opportunity to revise its action. But that is not the question that is before us. It is a question of the constitution. We are establishing a precedent, and if we vote this morning that the chair is right in saying that the matter cannot be considered here, then we are estopped for the future. The constitution is perfectly explicit. If three-fourths of those here present and voting vote to appoint this committee, they have a perfect right to do so, but I think it is an unwise thing to do. I am against taking such action this morning. While I am entirely with the president in saying that we should give the Council a chance to report on this matter, I am compelled to vote and insist that we ought to vote against his decision that this Association has not the right to act on this matter if it sees fit.

President BILLINGS: My decision is that this motion should go to the Council. The appeal of Mr. Dana is from that decision of the chair. I decide that this is a motion which should go to the Council, and I decide that this ruling will stand until I am overruled by a three-fourths vote of the Association. Those in favor of sustaining the decision of the chair will please rise.

Thirty-eight rose.

President BILLINGS: Those of the opposite view, that the decision of the chair should not be sustained, please rise.

Forty-seven rose.

President BILLINGS: Under the decision of the chair, therefore, the matter will go to the Council.

Mr. DEWEY: But the vote was 38 to 47.

President BILLINGS: That is not a three-fourths vote.

Mr. DEWEY: Where is the rule which requires a three-fourths vote? This is a parliamentary question.

President BILLINGS: This is a parliamentary question, and I decide that it requires a three-fourths vote to overrule a decision of the chair, and that the matter must go to the Council, unless an appeal is taken.

Mr. DEWEY: I appeal from the decision of the chair.

President BILLINGS: The question comes on sustaining the decision of the chair that a three-fourths vote is required to overrule a decision of the chair.

The question was put and carried in the negative.

Mr. DANA: Now, Mr. President, I think Mr. Dewey is right. I have talked with Mr. Dewey a good deal about this and he feels as I do about the importance of bringing the question strongly before the Publishers' Association. That is all I care about. I want to disclaim any intention whatsoever of reflecting on the Council. I say again that I do not believe any man in the Association has done any more in recent years to strengthen the Council than I have. I believe that this Association should not be carried this way and that on different occasions, but that it should have a body like the Council, and should refer important matters to it. I think you are right when you say that it would be wiser to have the Council bring this matter up, only I would like to have the matter brought up so that the Association can act upon it itself. The American Publishers' Association does not know anything about our internal organization, and a mere protest from the Council is not going to count as much as a statement from ourselves. I withdraw the motion until this evening.

Mr. DEWEY: I move that we refer this matter to the Council with the request that the Council report back its action to us this evening. I have no doubt we will be perfectly satisfied with the action they take, but it seems to me that this motion should go to the Council, and that we should hear from it to-night.

*Voted.*

President BILLINGS: We will now proceed to the discussion of Mr. Hastings' paper on

#### DISTRIBUTION OF PRINTED CATALOG CARDS BY THE LIBRARY OF CONGRESS.

HERBERT PUTNAM: I should like to recall the present situation with reference to this matter. The Library of Congress began the distribution of printed cards in November last. The distribution has proceeded for nearly eight months. This period was an experimental one. I have asked Mr. Hastings at this meeting to submit a statement as to what had occurred, to give the statistics of the distribution thus far, and to note the modifications in contemplation. Mr. Hastings read his paper yesterday. It was necessarily brief, but was, I think, perfectly clear as to the distribution up

to this time. He referred to a handbook which is to be issued in July which will state more fully than has been stated heretofore what are the methods of distribution, the rates of subscription, and the various conditions involved; also descriptive of the field which the cards will cover, and so on. That is intended to be a complete and clear statement of the system of distribution as in operation — not to-day, nor during the past six or eight months, but as in operation in July or August. That is, for the coming immediate future.

There will be modifications of our first methods. Let me recall to you that the distribution has been of three classes. In the first place, the library has determined upon certain local libraries or institutions which are made the depositaries in each case of a complete set of these cards. These depositary libraries are in centres of research, centres of library activity. There are necessarily but a few of them — thus far only eighteen.

In the second place we have offered to supply a copy of any card that we print or any number of copies of any card to any library subscribing the cost plus ten per cent. as required under the law.

In the third place we have, during the past six or seven months, issued to subscribing libraries, and in effect to any library applying for them, copies on proof paper of the titles which we print on cards. We have issued these proofs thus far without any charge.

Now there are to be certain modifications, and what these are to be will be determined in part, of course, by our experience, as already on file with us, and in part by suggestions we have received. There may be a change, for instance, in the type, from 12 point to 11 point. There will undoubtedly be a change in the conditions of distribution of the proof slips. We have thought it our duty to distribute as widely as possible information as to this card distribution; we have therefore distributed these proof slips freely and without charge. Beginning with July 1st there will have to be a charge for the proof slips. That charge will not, for a year's subscription, exceed thirty dollars. In the case, however, of a library which is a large subscriber, there will be a rebate on this, which, in case of a considerable subscription, will fully reimburse to the library the amount of the subscription.

The number of libraries, as stated in Mr. Hastings' paper, subscribing to date is 171.

The cards are, as a rule, prepared ready for distribution within a fortnight of the time the book is received by the Library of Congress, in case of copyrighted books. The delay in the case of non-copyrighted publications is considerably greater.

Our experience, as far as the cost of the work to us is concerned, will not result in a deviation from the present prices for a subscription in ordinary cases. There will have to be a special variation in price where the order received requires an extra amount of labor in the handling. That will be fully set forth in the handbook. It has been one of the matters upon which our consideration has been most careful and most anxious. We are compelled under the law to reimburse to the government the cost of this distribution. We do not charge for the cost of the cataloging; we do not charge for the composition; but we must charge for the cost of the extra stock, the extra press work, the cutting and the punching and the handling, — and the handling, as Mr. Hastings has noted, is very expensive. Now, we have not secured reimbursement for these items in the past seven months, and we cannot secure reimbursement at the present rate unless the subscription list is much larger than at present. We shall not, however, need, we think, to modify the main prices; so, unless there be questions as to these, I do not suppose they will enter into the discussion. What we do feel very strongly is that if there are any questions concerning the distribution of the cards, the form of the cards, — not the mere form of catalog entry, which would be better discussed in the Catalog Section, but the general methods of distribution, — the area covered by the cards, the promptness of issue, etc., they had better be brought up now, because the system as revised July 1st should remain unmodified during at least the next twelve months.

C. W. ANDREWS: I rise to discuss this question, in the first place as chairman of the committee appointed to advise the Publishing Board as to the possibility of co-operative cataloging of foreign books. A meeting of that committee has not been called as yet, because it seemed to me that the Library of Congress is doing most that we could hope to accomplish, but I would like to ask those who feel the need of

any considerable extension of the work into foreign languages to mention the fact. The Library of Congress is now purchasing, and will purchase in the future, an increased proportion of books in foreign languages, greatly enlarging their collections, so that the libraries who now feel that there are gaps which they cannot fill with the Library of Congress cards, may hope in the future to obtain a greater proportion.

Secondly, I rise to ask that those present will give the details as to their use of the cards. We have all been experimenting during the last six months and the details which have been evolved ought to be interesting. From the numbers given in the *Library Journal* it is doubtful if we are yet making the largest possible use of them. There are many ways in which they can be employed aside from the catalog, although the catalogs themselves might well be enlarged by the more liberal treatment which they make possible.

Some of the details as to the experience of the largest single subscriber may be of interest. The John Crerar Library has sent twenty-five hundred orders to its agents in the first five months of this year and triplicates of these orders have been sent to the Library of Congress. Cards for eleven hundred titles have been received already to cover them. There are also some five hundred more which they promise to send us as soon as they receive the books which they have ordered. The result is that forty per cent. of our current orders are now cataloged by the Library of Congress, that we may hope to obtain sixty per cent., and that these are seventy-five per cent. of all the accessions which we really care for, the remainder being books of minor importance or old material which we are simply cataloging, in the rather blind fashion of large libraries, without much regard as to whether the catalog entries will ever be used. In regard to bulletin work, we are now face to face with the problem of dropping our present form of electrotypes and following the Library of Congress plan of using one kind of type for cards and for bulletin work. Our plans will now be considered with reference to the permanence of the distribution of the Library of Congress cards.

It is probable that our library is the one referred to as the "patient waiter" in Mr. Hast-

ings' paper, for we do not think it is necessary that every foreign book should be cataloged the moment it comes into the library, and we are perfectly willing to wait three or four months for the Library of Congress to send us the cards and meanwhile spend our energies in getting out the bulletins and other library aids which we could not undertake if we did not have the relief which the cards for this forty or sixty per cent. of our current work gives.

In the discussion preceding the establishment of this system one of the fears expressed was as to the number of cards which would be found not to be available by the libraries receiving them. I asked for a detailed report on this point and found that the number was so small that the details became uninteresting. They may be summarized by the fact that out of the eleven hundred titles received only thirty were found to be useless by the John Crerar Library, and twelve of these were our own fault in ordering duplicates or asking for titles of books burned in a fire for which we already had the cards; fourteen were the fault of the Library of Congress, for all of which they apologized and took back the cards; the others were due to the fault of the system and represent the actual amount of what the engineers would call the "slip" in the process of the conveyance of information. The Library of Congress, of course, catalogs from the copies which it gets as they are copyrighted, and we find that there is sometimes perhaps, especially in scientific books, a difference between the advance sheets sent to the Library of Congress and those which are put in trade. The publisher sometimes complies with the law by submitting the advance sheets and then the author makes additions and corrections and the book is not actually issued until so near the end of the year that the next year is put on the title-page. Again in four cases the Library of Congress has supplied us with cards for books which we have not yet been able to obtain. Therefore from one and a half to two per cent. may be put down, I think, as the maximum "slip" if the library exercises proper care in giving its orders. Of course, if you order a wrong edition, you cannot expect the Library of Congress to understand which edition you want, or if you do not give the edition you cannot expect the Library of Congress to be in mental communication with you and find out

what edition you had in your library. It is probable that an addition of one per cent. to the calculation of cost will cover the cards which will be useless to a library.

As to the use of the cards by the John Crerar Library, it is not necessary to give the details, because they are in the circular which the Library of Congress sends out. We have experimented more than most libraries in trying to make them of the widest possible use, and have recently found a new method of employing them. We order more than are wanted for immediate use, in order to have over-cards to supply those of our readers who want well-made titles convenient for memoranda, and we have received several orders for lists of books in this form. We find the proof-sheets very valuable, using them to form order-slips. The only possible addition to make them of the most value to the order department would be the inclusion of the price, but I am afraid that that would not be possible.

Mr. WELLMAN: I want to add a word for the benefit of the small libraries. For such libraries the proof sheets are so numerous and so unwieldy that it is almost impossible to use them in ordering the cards; but the plan of ordering a selection of either current accessions or the more important books in English, would certainly be much better. If a selection of cards is ordered in that way, it is not only convenient to have them to put into your catalog as soon as you get the books, but the cards themselves are very valuable as suggestions for purchase, and if it were possible to have the prices included that would greatly increase their value as suggestions for purchase.

Mr. PUTNAM: I fear that would be impossible. It would mean changing the form, unless we are to have the price on the permanent card, and I doubt the propriety of that.

Mrs. BOND: How can we find out which are the eighteen depositaries?

Mr. PUTNAM: I think that will be given in the handbook. The list is now merely provisional, but the depositaries selected will be continued. The deposit has two purposes. In the first place, to inform local investigators as to what books are in the Library of Congress or whether a particular book is in the Library of Congress, — not what subjects are included, because the cards form merely an author catalog; and second, to convenience that library

and adjacent libraries in ascertaining what cards the Library of Congress has printed, for it will form a complete index, of course, to the cards which the Library of Congress has printed and may be expected to have in stock. The conditions upon which the deposit is made include the stipulation that the cards shall be properly accommodated in a catalog case, shall be kept in alphabetical order, and shall be made available to any inquirer. Now it is a matter of perplexity, after the first dozen depositaries have been selected, to determine what others have the best claim. We must enlarge the list very slowly and very carefully, and until we have gone further in the experiment with the proof slips and until we have gone further with the experiment of issuing cards in groups for particular departments of literature, I should not recommend libraries to become applicants for the deposits, as they involve a very considerable expense to the recipient library. The cost of handling and accommodating them is not a small matter.

Mrs. BOND: My present inquiry is with reference to a small library which expects to recatalog its whole collection by means of the Library of Congress cards. We thought if we could compare our accession lists with the lists in one of the depositaries, we could learn what proportion of the cards could be ordered by number.

Mr. PUTNAM: It is the need of just such a small library that we hope to meet in part by these deposits. Assuming the library is in the vicinity of Boston, the State Library of Massachusetts would be its nearest depositary. In that case the small library may take its shelf lists to the state library and go through this author card list of what we have in stock, and see what books of its collection are covered by these cards. Now, if a small library or any library in Massachusetts should attempt that to-day it would probably find a very small percentage of its collection actually covered; but within the next five years the recataloging — at least, so far as the author entry is concerned — of the existing collection of the Library of Congress will, we hope, be completed and that will mean that we shall have a card in stock or ready to be reproduced for every book in that collection, with the intervening accessions, which are now amounting to seventy-five thousand printed books a year.

We shall keep in stock cards for every title represented in the revised "A. L. A. catalog." Now, if a new library is forming and starting with a purchase of from five to ten thousand volumes, based largely on that A. L. A. list, I do not see any reason why, within this period, giving us time in which to compile those cards, it should not be able to get a complete outfit of cards for those books. The proof slips are, as Mr. Wellman says, exceedingly bulky,—forty slips are a day's output,—and it is very apt to be the case that a library hastily applies for those and assumes, as it does in the case of government documents, or in the case of an entire set of our cards, that the information which it will secure will be so valuable that it will pay it to handle the material. Now that is very doubtful. Some libraries receiving these proof slips have been in the habit of cutting them up and pasting them on the backs of cards as a substitute for the printed card. But that is very extravagant. You can secure a copy of every card we print for a year—and that is fifty thousand cards, we will say, based on the present output,—for two hundred and fifty dollars. You can secure a set of proofs for not over thirty dollars. But if you should cut up those proofs and paste them on cards you would find you had spent more than two hundred and fifty dollars in doing that work and you will have, as a result, the titles complete, but you will have only pasted cards in place of printed ones, and you will have defrayed, in addition to the cost of the proof slips, the cost of the stock upon which you paste.

Mrs. BOND: I should like to ask one more question. Will there never be any difference in the stock? The different libraries use different thicknesses of cards, and of course one-half of the cards in any ordinary library will have to be written, not being covered by the Library of Congress cards. We use 33A, and the cards you use are 32B, and they do not combine well together. Wouldn't it be possible to have the cards printed on different stock for different libraries?

Mr. PUTNAM: The question is whether variations in the stock could not be made, so as to accord with the stock in use in particular libraries. The same sort of question is involved as to the size of the cards,—a much more common variation,—as between the index and the

postal size. I think that, considering that we must keep the expense of this whole work as low as possible, we ought not to attempt to vary either the size or the thickness of the card. We use a stock that is admitted not to be as good as the Library Bureau's stock, except by the public printer, who thinks it is better. (He claims it is the best linen ledger stock, and you cannot get anything better, and he can make better rates with his contractor than he has been able to make thus far with the Library Bureau.) We certainly have improved the stock very much over that of a few years ago, but I think we cannot vary the stock except as we get a better grade, and perhaps approximate as nearly as possible the Library Bureau stock of the standard weight and thickness.

Mrs. BOND: It makes a great deal of difference in the amount of room required.

Mr. PUTNAM: Those questions will have to be decided by each library for itself. It is a similar question as to whether it pays to get the postal size cards, and cut them down to the index size. I have been told by a librarian who uses the index sized cards, that in cutting down the postal size there was only a very small percentage of them in which, by the reduction, any really necessary matter was eliminated. As a rule, by cutting them down from the postal to the index size, nothing is lost that is necessary to a permanent record.

Mr. DEWEY: I wish Mr. Putnam would tell us about the travelling catalogs.

Mr. PUTNAM: Mr. Hastings, who has had charge of that distribution during the past six or eight months, in addition to the means of information furnished by the proof strips and the depositaries, proposes to get out a set of cards which shall be available to be sent about from place to place to give information as to what the library is printing on a given subject, and to convenience a library at a distance from any depositary. Of course, the A. L. A. list will meet the case of that library whose selections chiefly conform to that list; but there would be other libraries whose needs might be met by a collection of from fifteen to fifty thousand cards not limited to the titles in the A. L. A. list.

The area covered by these cards is a very important matter, and our doubt is not merely as to the convenience with which these cards can be



used, but whether they will cover enough titles to interest a large number of libraries. The fact that many libraries are in the end getting the same book does not mean that they are all getting it at the same time. But how far these cards will be of interest to other libraries is dependent, of course, upon the simultaneity of the acquisition by the Library of Congress of the book with its acquisition by the particular library. Now, we are getting copyrighted books and non-copyrighted current publications which, if this card distribution were not in operation, would be naturally such as would be bought by the national library of the United States, which is chiefly a library of scholarly research; but we are now in our purchases recognizing that this card distribution may impose upon us a special obligation. If, by getting a book that we should not get in that way, but which is a book purchased by a great number of libraries, we can save those libraries the cost of cataloging, we had better get it, even though the book itself be not used very much from our own shelves. Our purchases are being modified in that way. The yearly expenditure for that class of purchases will not form a very large charge upon our funds. We are getting up the purchasing funds to a reasonable dimension. They were only \$10,000 in 1897; this coming year they will be \$91,000, for books and periodicals. But we do not regard that as normal, not until they reach \$110,000. We feel perfectly justified in expending out of this a certain sum for some books which perhaps we should not buy for our immediate constituency,—not the trivial books or books which would not stand a certain test of merit,—but books which perhaps we should not need immediately for the use of the library and should not regard it as our duty to buy for permanent preservation. But if we can buy such a book and by cataloging it render a service to libraries and save them some expense, a certain amount of expenditure in that direction may be justifiable.

In another direction we have modified our purchases. This plan of distribution can very much more successfully cover, of course, current publications and interest libraries taking those publications than it can the non-current publications, because it is the latter as to which there will be the most variation in libraries in their accessions.

Now, we have been in receipt, during the past few months, of copies of the order lists placed by certain large libraries—Harvard University, Boston Public, New York Public, John Crerar, University of Pennsylvania, Princeton, and Columbia—and we shall be currently receiving those and some others. We get copies of the order lists and that means that we are notified as to all the books for which they are placing orders—foreign books or books imported, I mean not those merely in foreign languages, but those in English published abroad—and so far as possible we are buying those same books at the same time. We notify the library that is ordering them that we shall secure them and that in course of time we shall have cards for them. It is upon that notice that I understand the John Crerar Library has to a large degree proceeded. As I understood Mr. Andrews' statement, out of 2,500 orders they had placed for such books during the past seven months some 1,100 were cataloged by cards they had already received and 500 others by cards they are expecting to receive in due course of time after the Library of Congress receives the book and has cataloged it.

Mr. BALLARD: Perhaps one word may be useful to some of the small libraries. The manifest value of a whole set of cards as issued by the Library of Congress is evident from the fact that eighteen of the most important libraries of the country consider it a great accession to their property. It is also evident that it is impossible for most small libraries to acquire the whole set or to care for it, on account of the great space which it occupies. In the Berkshire Athenæum, we have taken these proof slips, and not cut them up with scissors and pasted them on cards, but we have sent them to a printing office which cuts them by machinery for us for nothing, so that we get the proof slips cut to card size and perforated at no expense to the library. The slips are so thin that a thousand of them will go into an ordinary catalog drawer. We happened to have an old discarded case of the right size and our outfit has so far cost us nothing, either for the slips or the cutting or punching. The smaller libraries can do this hereafter at an expense of thirty or forty dollars a year, thirty dollars for the slips and probably ten dollars for the cutting and punching.

Mr. KELLY: Is there to be a depositary for these cards for Canada?

Mr. PUTNAM: McGill University, Montreal, is the depositary for Canada.

Mr. BERRY: We have in our library what I may call our old collection, — say thirty to thirty-five thousand volumes, which have not been carried over to the new catalog — and we are proposing to recatalog this by the Library of Congress cards. Our intention was to go by classes, marking with a blue pencil the number of copies wanted. But Mr. Putnam's suggestion this morning leads me to think that possibly we may gain time by going to the depositary in our neighborhood and ordering entries that have already been made. I want to know if anybody here has had experience in that line.

C. A. CUTTER: We are recataloging — or perhaps I should rather say cataloging — the Forbes Library entirely in that way. We have the proof slips and we order from them the title of every book which we have, no matter in what class it is, and we expect to do exactly as Mr. Berry says, in the end, and order everything we can, not only from the proof slips, but from the cards which were printed before there were any proof slips. After we have filled out our catalog in that way then we shall make out our own cards for the remainder.

A DELEGATE: How soon does the distribution of cards to depositaries follow the distribution of galley proofs?

Mr. HASTINGS: At present the cards are at least a week behind the proofs. The proof goes out daily; the cards once a week.

Mr. CUTTER: I want to bear testimony in regard to one thing which seems to affect a great many libraries, and that is the delay in getting the cards of new books from the Library of Congress. We find no practical difficulty in the delay. We make a slip on thin paper for the title of each book as soon as it comes in, and this slip goes into the official catalog, which is made entirely of such slips, and is referred to for that book until the Library of Congress card comes in.

Mr. ANDREWS: We even go further back than Mr. Cutter does. We put our substitute card in our official catalog the moment the book is ordered, and it stays there until the Library of Congress card comes in. It is of a different color so that we know it represents a

book either ordered or in the library in process of being cataloged. The reference librarian prefers this arrangement to the other because he knows then what answer he can make to a person inquiring for the book, and he can immediately go to the outstanding order list to find whether or no the book is in the library. This has worked very practically in a library which is open day and evening, where the evening reference clerk has no means of getting at the day-working clerk to find out the details in regard to the books.

Mr. CUTTER: The slip that I spoke of is put into our catalog as the order slip of the card, but it is not put into the public catalog at all. Of course, as we have to make it for the order catalog, in order to know what book we have ordered, it costs us next to nothing to put it into the public catalog.

Mr. LANE: For the libraries which use the index sized card I would say that we have a very convenient little card cutter which does the work very easily. It is worked by a boy and costs very little. It cuts the card exactly to scale. Then the cards are punched by a punch which works with the foot, and has a guide fastened on the plate so that the perforation is gauged exactly.

Mr. PUTNAM: Do you remember how large a percentage of the entry on the cards is lost by the cutting down?

Mr. LANE: A very small percentage. We expect to lose the line which has the copyright number or the call number of the Library of Congress on it, and sometimes we lose the line which has the subject heading; but almost never, or very infrequently, do we lose anything of permanent consequence in the contents entry.

W. H. TILLINGHAST: I noticed in the report in the *Library Journal* that one library appeared to think itself obliged to hold books until the cards had come or to call them in when the cards came, or to wait until they came back, before cataloging them. There is no necessity at all for such a complication. We check the book as cataloged when it comes in. We do not recall it; we do not see it again when the card comes, unless there happens to be some difference between the card and the book, which very seldom happens. The book is cataloged as soon as we get it, and when we get the card we put the call number on and put it in the

catalog. We do not feel the necessity of recalling the book.

Mr. PUTNAM: I think that to go any further with this discussion would be unfair to the rest of the program. I suggest that it stop here with the request that if there are suggestions or inquiries that may involve the matter of distribution, price, etc., they be addressed as soon as possible to the Card Distribution Division of the Library of Congress, so that we may incorporate any changes or may take account of all advice, counsel, and suggestion, before our handbook is issued.

Mr. EDWIN H. ANDERSON read a paper on

BRANCH LIBRARIES: PLANNING AND  
EQUIPMENT.

(See p. 58.)

W. H. BRETT: With almost all of Mr. Anderson's paper I am heartily in accord. In regard to the shape of the book-wing, I regard the semicircular design as really the most practical and the most beautiful. However, where absolute economy of space is necessary, it is possible to use the square plan with perfect convenience, and with the saving of some room, by simply extending the cases toward the corners. The supervision from the centre is as complete, but the effect is not as symmetrical. Of course it is practicable, it is workable, and the reading tables can be placed in the corners just as they are here. Where there is room enough to adopt the semicircular plan, I should prefer it.

I want to emphasize my agreement with Mr. Anderson as to the absolute necessity of complete supervision over all parts of the open shelf library. In our experience in the Cleveland Library this has always been maintained. The shape of the alcoves, the shape of the floor space to which access has been permitted, has varied according to the circumstances, in some cases being either semicircular or rectangular. In another case we had what was practically an open room formed by placing the cases with a corner entrance at which the assistant in charge had her desk, affording her complete supervision of the entire interior. In another form we had two oblong alcoves facing each other across a passageway, the assistant being so seated that she had an entire view of both alcoves.

Another point is the desirability of a meet-

ing place for clubs in the basement, also the necessity of a lecture-room which, it seems to me, is exceedingly important in effective branch library work. The cork carpet we have found to be the most practical floor covering. It is noiseless and exceedingly durable, and we have met the objection of the dirt by varnishing the cork carpet after it is laid, — putting on a couple of coats of sizing and then applying two coats of varnish. Bent wood chairs we have found to be the most serviceable. I think the suggestion as to the comfort of reading in an easy chair with a light over one shoulder is an admirable one and ought to be adopted.

Miss HOAGLAND: May I ask Mr. Anderson what is the average cost of these branch libraries?

Mr. ANDERSON: The average cost of these buildings, I think, was something like \$30,000 each, but that does not mean very much. You can build a branch library like a freight car or like a Pullman car, and the cost of building in one locality is very different from what it may be in another locality. The cost of building in Pittsburgh at the present time is the highest it has ever been; it is almost prohibitive. It all depends on the kind of work you get and where you get it.

Miss HOAGLAND: For the encouragement of the smaller cities that do not have Carnegie branch libraries, I may say that it is possible to equip one adequate and comfortable library room for \$1,000.

Dr. HOSMER: It seems to me that a lecture room in connection with a branch library is of very doubtful expediency. A club room is all right, but any room where there is likely to be noise is objectionable. Music in a branch library—a musical evening, for example—is likely to be a nuisance. In a small building it is impossible to have a lecture room without disturbance to the proper functions of the library. I wish to record my emphatic approval of the high window arrangement which Mr. Anderson says has been much criticised. In our library there are several rooms that are magnificently wainscoted, with fine mahogany wainscoting, which is eight or ten feet high. At the same time there are very large plate glass windows. The consequence is that I have almost absolutely no wall space; there is no place in the library where I can hang a map.

The library, with its great windows, is the best place in the city to see the circus or a parade, and whenever there is anything of the sort a crowd always comes to view it. Now, I think the outside world should be shut out, and the light should come in from overhead as much as possible, and the walls should be blank below the windows.

JOHN THOMSON: Far from feeling that lecture rooms at branch libraries are a hindrance, I think that they are next door to an absolute necessity. We have one very palatial branch, and we find its lecture room of the greatest importance. Library associations and library clubs, and such institutions, find it a very convenient and useful place of meeting. Moreover, we have found that the Free Library has benefited very largely from having courses of lectures, and these can easily be given if you have a well-appointed and convenient lecture room. Our lecture room will hold 280 persons, when every seat is occupied, but we have had 915 at some lectures — frequently from 700 to 800. The lecturers bring within the walls of our library persons who otherwise would probably never be attracted there, and they become not only users of the different branches that are scattered throughout the city, but they also become the patrons and friends of the library, and say a good word for it. In another branch — which was an affiliated association, and later came under our wing — we find the lectures are of great importance; and there the annoyance of having a lecture in the evening is never felt, because the lecture room is on another floor.

F. P. HILL: The Brooklyn Carnegie branch library buildings, which are quite distinct from those across the river on the Manhattan side, will provide for a lecture room in each building. This room will accommodate probably from three to four hundred people, and will serve not only as a place in which lectures can be given, but as a gathering place for neighborhood clubs, and we believe that it will serve a most useful purpose.

A. E. BOSTWICK: Just a word about supervision, which I agree with Mr. Anderson is most necessary in branch libraries, but it is not absolutely necessary that supervision should be exercised solely from the central desk. In every open shelf library there ought to be some one in charge of the floor, and the supervision can be exercised from the floor as well

as from the central desk. Therefore, while I should think it desirable to have the shelves arranged so that supervision can be had, if possible, from the central desk, still it is not absolutely necessary.

MR. BRETT: We believe in lectures in Cleveland so thoroughly that we sometimes have them without lecture rooms. We had one winter a series of lectures in our East branch, in which we gave up the library room for one evening for the purpose of the lectures. The courses were of from two to six lectures, in each of four branches. They were entirely successful in drawing out audiences who were greatly interested. It was rather an experiment, but the effect was noticeable in the demand for books on the subjects of the lectures, and we felt that such work would be very acceptable and very valuable in the neighborhood if we could keep it up.

MISS ANNE WALLACE: As this seems to be an experience meeting I should be glad to acknowledge my indebtedness to Pittsburgh for valuable suggestions regarding buildings. With regard to the floors, some two years ago I wanted hard wood floors; but I don't want them any more. I will vote for cork carpet next time. It is impossible to keep nice looking floors with from a hundred to a thousand people going through the library every day. Another thing, if you are going to have a Northern architect draw the plans for your building, and you live in the South, do not trust his judgment on windows. Our architect told me very learnedly that our declination was absolutely dependent on our fenestration, and he didn't tell the truth. He allowed us to open only one panel, and we are now trying to have our windows changed so they will all open. Do not pivot your panels so that they will open up and down; pivot them so they will open sideways, and have every panel so that it will open in every window, if you live south of Mason and Dixon's line.

At our library, we not only have an ample lecture room on the upper floor, which in years to come can be converted into a stack room if necessary, but in addition we use a large basement room for club meetings. Fortunately it has an outside entrance, and it does not disturb readers on the upper floor. Two clubs meet there, one composed of working men and one of young lawyers and professional men.

Mr. DEWEY: I want to say a word about this lecture business. It has been a hobby with me for a good many years and I am glad the testimony in its favor comes in as it does. If we look at the matter in a broad way we must recognize that the objection on the score of noise would apply to those who come to get books from the library, just as much as to those who attend the lectures. Disturbance is made in both cases. The old Astor Library was a great deal quieter place to go into and read than our modern libraries. Every new person makes additional steps on the stairs; people are moving about; there is nothing like the monastic quiet of the old time library. I remember years ago going into the Ridgeway branch of the Mercantile Library in Philadelphia with Lloyd Smith, and there in that magnificent suite of rooms there were just three people at work. I turned to him and said, "Why, are these all you have here?" He said, "Dewey, hardly a day passes that somebody does not come into this library!" A little later I happened to know of a man who was wanted by the officers of the law in Philadelphia and the problem was how to conceal him until dark so that he could be gotten out of sight. A friend told him, "I will hide you where you cannot be found." Detectives were watching every railway station; but this man took him to that great library and he read there comfortably all day and escaped with perfect ease. There was absolute quiet there and no element of disturbance. But see what Philadelphia is doing to-day with lecture rooms seating two hundred people and yet having to accommodate eight hundred or nine hundred! That is not quiet, but that is giving to the people information, inspiration, and recreation, and therefore it is proper library work. Not the book alone, but the book and the picture and the museum and the lecture — all these agencies belong to the public library. Let us stoutly insist that that is where they belong and that is where they should be supported.

LANGDON L. WARD read a paper on  
BRANCH LIBRARIES: FUNCTIONS AND  
RESOURCES.

(See p. 42.)

FRANK P. HILL read a paper on

BRANCH LIBRARIES: ADMINISTRATION.  
(See p. 46.)

Mr. HEDGE: I would like to ask in regard to the advisability of having in the branch library a card catalog of accessions to the main library. There is always a great desire to know what new books are added to the main library, and where a monthly bulletin is not issued the consequence is that the telephone is being continually used to ask if certain books are in the main library. Is it well to have in the branch a duplicate card catalog of the one in the main library?

Mr. WARD: I think it is essential, where there is a daily delivery from the central library, to have a very full list of the books of the main library at the branch library. Of course, you cannot duplicate the whole catalog; you can simply have a bulletin or finding list or something of that sort. We have in Boston a monthly bulletin of the accessions for the month and that is distributed at all the branches and kept on file. The bulletin is put together into an annual list at the end of the year, with some eliminations, and this is of a great deal of help at the delivery stations. It is impossible to solve the problem entirely satisfactorily.

Mr. HEDGE: I had in mind a library where monthly bulletins or annual finding lists were not issued.

Mr. WARD: If there is a daily delivery from the main library something of this sort must be done. There is no use in having frequent deliveries from the central library unless you have some kind of a catalog of the central library at the branch.

Mr. HILL: I do not want to go on record as upholding that statement of Mr. Ward. It seems to me that if we attempt to keep a catalog of the whole library at the branch we are going to run against the same difficulty met in handling the collection of Library of Congress cards; you won't have room in your building for a union catalog and a union shelf list. It is a difficult thing to attempt to show the resources of the library at more than one place. I think it is much better and cheaper to use the telephone for just that purpose.

Mr. WARD: Mr. Hill misunderstood me. I did not mean that the cards should be duplicated, because you cannot do that, but simply that some sort of finding lists should be used.

Mr. BRETT: I want to register most emphatic dissent from one statement of Mr. Hill as to the selection of books for the branch library. That is, I believe that the functions of the branch library are not alone to supply books, but to suggest them, and that the most valuable guide for the selection of an initial collection for any branch library is some general list, such as the "A. L. A. catalog." I believe it is exceedingly important that every branch library in a neighborhood remote from the main library should have on its shelves not only a collection of the more used classes, such as history, literature, biography, science, and art, but that it should also represent on its shelves the whole range of knowledge,—philology, philosophy, and religion. I know that the influence of such a collection, the opportunity offered to those who look over its shelves of knowing what is included broadly in the range of human knowledge, is of extreme value. We have found this in our own experience, that books which are read unexpectedly sometimes have a large influence. In one branch library in an iron-working ward, a copy of Jowett's Plato was placed in the initial collection and that book has been drawn and read to a surprising extent.

Mr. HILL: The idea expressed in my paper related to a building pretty well filled with books. We all know that a branch library building has only a certain capacity, and we do not want more than a certain number of volumes in the branch anyway, and some provision must be made to have those books accessible. It was that thought that I wished to express, and not to take out those books of power which Mr. Brett has referred to.

Adjourned 12.40 P. M.

#### SEVENTH SESSION.

(OCEANSIDE HOTEL CASINO, FRIDAY EVENING, JUNE 20.)

The meeting was called to order by President BILLINGS at 8.15.

The secretary announced the

#### ELECTION OF OFFICERS,

giving the result of the balloting as follows:

*President:* James K. Hosmer, 204.

*1st Vice-President:* James H. Canfield, 192.

*2d Vice-President:* Anne Wallace, 199.

*Treasurer:* Gardner M. Jones, 204.

*Recorder:* Helen E. Haines, 202.

*Trustee of Endowment Fund:* Alexander Maitland, 187.

*A. L. A. Council:* Melvil Dewey, 155; Ernest C. Richardson, 137; N. D. C. Hodges, 113; William T. Peoples, 110; Lutie E. Stearns, 107, JAMES L. WHITNEY read a paper on

#### INCIDENTS IN THE HISTORY OF THE BOSTON PUBLIC LIBRARY.

(See p. 16.)

WALTER H. PAGE delivered an address on

#### A CLOSER RELATION BETWEEN LIBRARIANS AND PUBLISHERS.

LADIES AND GENTLEMEN.—Two wicked persons of importance in your Association, with the connivance, I think, of others of like malignity, have propounded to me a set of questions which I am asked to answer. These questions are constructed not at all with reference to anything that I thought to say, but only with reference to the difficulty of answering them.

The first question is, "Is the publication of novels necessary to a publishing house?" I should say that a great deal depends on the publishing house and a good deal more on the novels. The ideal publishing house, as viewed by librarians, would be one, I fancy, that should turn out books which would give no trouble to the librarians, and give no trouble to their readers, and novels give a great deal of trouble to both. This question seems to have been thrown at me, the only publisher in reach (and I observe that in all these questions the publisher is put upon the defensive), as a sort of implication that publishing houses publish what they find profitable and not what, from some other considerations, they ought to publish. I venture the assertion, therefore, that as much money is lost by publishers in publishing novels as is made by them. A publishing house, if it have the courage, can exist without publishing bad novels; but I think any publishing house that has an opportunity of getting a great novel would not do its duty if it failed to publish it.

Question two: "Does the number of book manuscripts increase? and do they show improvement from year to year?" They do increase, I assure you,—increase in much faster ratio than the population increases, faster than Mr. Carnegie has built libraries, faster than

the number of librarians. Whether they show improvement from year to year, I venture this guess: the number of illiterate or hopeless manuscripts is decreasing decidedly. Publishers receive by no means so many from schoolgirls and schoolboys. The number of great manuscripts, well, they have never been numerous since I have known them. The number that tempt us to publish them because they are written with all the outward form of literary excellence—they do increase enormously, for there seem to be thousands of them. All they lack is the breath of life. If sometimes you are wearied with the number of printed books that ought never to have been published, I pray you in common charity to remember what the publisher saves you from!

The next question is—and you will see that there is a considerable variety in the progressive embarrassment of these interrogatories—“Are publishers less willing than formerly to publish books of literary value that entail a present loss?” If a publisher is wise enough to recognize in manuscript among the books which he knows will entail a present loss one that will bring an ultimate profit, he will almost always publish it; and if you have the wisdom to show him which books there are that may be depended upon to bring an ultimate profit, he will welcome your help. The meaning of this—the hidden and subtle meaning—is, “What is the publisher here for?” I will try to answer that question further on.

Let me turn to the next question: “In other words, does the present tendency in publishing show a wish on the part of publishers to develop literature, or contentment to be mere merchants of popular wares?” There are publishers and publishers, ladies and gentlemen. I have never known one that objected to being a merchant of popular wares. On the other hand, the publisher who deserves to be called a publisher, the publisher that you respect, takes a pride in throwing away possible income every year for the sake of publishing what he hopes will turn out to be literature. I resent the implication of that question.

The next question is, “Is not the tendency of popular magazines and novels to degrade the popular taste and style?” No, because those people who read those magazines and those novels that have no intellectual value, read them for the same reason that they play ping-pong.

They have nothing to do with the intellectual life whatever, and they give as innocent amusement as progressive euchre. The framers of that question made one mistake which, I fear, librarians often make, namely, that they call anything that is bound a book, no matter what it contains. Physically, I suppose it is, but from the right-minded publisher's point of view, it is not. Some are soiled paper; others are books; others are literature. Those magazines and those novels, upon which people waste time—they would waste their time on something else if these did not exist. Why deny them this pleasure? I maintain that the man or the woman who has ever contracted the real reading habit, and has developed the intellectual life, is not disturbed by all this flow of frothy matter which comes because we have fast presses, cheap paper, and cheap postage. It has no more to do with literature proper than the development of so many other popular pastimes. It is a popular delusion to conclude that, because an idle man reads a silly book, he would read a good book if he didn't have the silly one. That kind of man will never read a good book anyhow. It is your duty and your privilege as librarians to change his taste if you can. Therefore, I throw that question back at you.

The next question is, “Why are the popular magazines not better?” That is, I suppose, why are they not more interesting to the intellectual class? I can answer that question with some feeling and with some accuracy. I am absolutely sure of this: the reason why they are not more interesting to the intellectual class is that the intellectual class does not write in a more interesting way. There is no other answer. The magazines—Heaven knows they are bad! I should be the last man on earth to defend even the best of them. I have had my hand in making—I should not undertake to say how many; but I have never made one and I have never seen one made that was more than a respectable pile of *débris* beside the plan that it was first constructed by. The reason that you have this mere rubbish and trash in the magazines is because the poor editor cannot get anything better, and the audience that blames him is itself blameworthy. Why do *you* not write better?

Now, when you talk about the degradation of style by the bad contents of the magazines,

I have one very emphatic word to say. The men who write, or who think that they write, our contemporary literature, — I mean the men who have some happiness of style, — seldom have any ideas. The men who have ideas cannot express them so that an educated man takes great pleasure in reading them. Of course, this is a sweeping generalization. No man need receive it unto himself, but he is at liberty to apply it to all his neighbors. The truth of the matter is, our style ought to better. Effective style is changing. The somewhat leisurely style of a generation or two ago pleased the small circle of readers within its reach, — a mere little company which by comparison might have been got into one room, a company who had leisure and who liked to read that kind of style. Now the great world is forging forward in all its departments of thought as in all its industrial development, and the style suited to our time is different. The man who would write convincingly or entertainingly of things of our day and our time, must write with more directness, with more clearness, with greater nervous force; and the teaching of composition and the practice of style have not kept pace with the development of our intellectual life, at any rate in the United States. I would, as poor an editor as I am, contract without the slightest hesitation to make a better magazine than you have ever seen, if I could find people who could write it well; and every other editor who is struggling to do his duty would tell you the same thing if he spoke with the frankness that is provoked by such questions as these.

Next, "Why do they — that is, the magazines — not publish more critical articles?" In the first place, nobody cares for them; in the second place, nobody produces them in an interesting fashion. A magazine deserves to die that is not interesting. Now, the gentlemen and the ladies — young ones, generally — who write critical literature, do not make it interesting. Besides, we have never taken to critical literature. There is not enough kept alive in our language to make a row of books that would stretch across this table. They do exist perhaps in the libraries; but nobody ever asks you for them, and you never take them from the shelves.

The next question is, "Is writing adequately paid for?" Great writing never was and never

will be. Even good writing never will be. But in this day and generation, poor writing is paid for twice and thrice. Since I have known the current prices of ordinary writing the hack rates have doubled, and instead of living in Grub street, the hack can now live in an apartment. The ordinary rate for hack writing is higher than the wages paid to carpenters and plumbers and other journeymen; but as for paying for literature — never! There is no way under heaven whereby it can be paid for. Yet this is true; the income to authors is constantly rising, and there are tasks — delightful and useful tasks — in book making and in magazine making, which every successful publisher would be willing to pay munificently for, if he could find the men and the women who could do them well enough.

Now, Mr. President, if I have answered these questions with any enlightenment, I should like to say a word about the relation of editors and publishers (for, as I have said, I regard them as one, because a man who edits a magazine, and a man who conducts a publishing house, does one and the same thing) to libraries and to librarians. We both serve the public. We may have whatever ideals we wish, yet our one great master is the reading public. That is the only master that is worth serving in a democracy; and when you do your duty, and your institutions reach their highest usefulness, and when I do my duty, and the institution that I serve reaches its highest usefulness, we recognize our obligations to a democracy, and we live up to them the best we can. Now, since we are both driving at the same great purpose, how do we work together, and how might we work together? Our chief relations now, I fear, are financial. The publisher comes to the librarian, or sends to him, saying, "For the love of Heaven, buy my books." You answer him pugnaciously, and tell him that he charges too much for his books, when the truth of the matter is that all good, new books, are too cheap. They are so cheap that the publishers cannot well thrive on them. There is a confusion of thought here which it becomes you and the public you serve to take into account. Magazines are cheap because the advertiser pays for them. Newspapers are cheap because the advertiser pays for them. Books that go into great popular editions are cheap because when you put out a great popular edition, the cost per



copy is lessened, and the books can be sold for conventional prices. But when you have books that are new, and the authors must be paid, and the publisher has to bring them out after great expense to maintain his plant, the current prices are lower than they ought to be, and lower than they will be, for books have not even the cheap postal rate that newspapers and periodicals have. I say this not at all with reference to your present contention with the Publishers' Association, but with reference to the general proposition that good new literature, which is not published in great editions, and has not great popularity, is cheaper than it ought to be, or than it can afford to be. The margin of profit to the author and to the publisher has become almost nothing on good books, of which less than three or four or five thousand copies are sold; and it is the sad experience of many a publisher to find that he must sell two or three thousand copies of a book at the price that you and the public pay for it before he has paid his plant account, to say nothing of his costly running expenses.

But it was not the financial relation between your profession and mine that I had it in mind to speak of. I should wish that your great profession and my own should come into closer intellectual relationship, and it is this that I wish to speak of.

You are good enough to report to us — and you do a very genuine service, which every publisher appreciates — when a book comes to you that is not well made. You report also inaccuracies which you find and which your readers find in books. That also is a favor which every honorable publisher appreciates. You also send to certain literary periodicals a list of the most popular new books. That is a certain advertising service, but it is transitory and amounts to little, for the first popularity of a book is a judgment of it that is not worth taking into serious consideration. Contemporary criticism, for instance, of fiction, is not worth the reading or the writing down. Every publisher that has lived long enough to know something about literature appreciates that fact as well as you do.

But there is one service which the librarians can render to the publisher which should enable him, through you, to render a greater service to the public that we all serve. Report to us what the public wants. I mean the noble

and dignified wants of the public. You are in a position to know what the intelligent community about you desires for its intellectual development, for you occupy a closer relation to them than any other class of men and women in the world. If you would report to us what you think of the new books that come to you and what the intellectual people who frequent your libraries think of them, that would be a service that any honorable publisher would thank you most heartily for. I think that every one of us who has a noble ideal would welcome the opportunity and even give a year or more of his working life if he could sit at your desks for a while and hear what you hear and get the point of view of the people as you get it. And when I say report to us what the people want, understand me, I do not mean the shallow and transitory popularity of some idea, but I mean their real intellectual need; for the publisher wishes to serve his public and to serve it so well that he will build himself an institution on that service.

For instance, what kind of books, what great group of books, do you think ought to be taken in hand for the next generation of readers? In the memory of the youngest of us, American history has been re-written, and there were librarians twenty years ago who could have foretold that, who could have seen it; there were librarians — one honored one in particular, who had a great hand in doing it in his own way. More lately, almost since yesterday, there has sprung up a great group of books about nature study, many of them very excellent books. You saw how the teaching in the schools and the growing love of out-door life were bringing that about, and you could anticipate the publisher's knowledge of such opportunities as these if you would be kind enough to remember them.

These would be positive services. Of course, really great books cannot be foretold. Really bad books you need never pay any attention to. They are not even worth discouraging, for they are sure to die young. But it is that great middle class of books, information books, books which serve a useful purpose, — they form the greater part of what the people whom you serve read and the greater part of what the publishers publish. These are matters of calculation, and it would be a great service which you would render the public and that I assure

you my profession would most heartily thank you for, if you gave us systematically the benefit of the conclusions which you draw from your daily contact with the people.

The librarian a little while ago was a mere custodian of books; then he became the distributor of books; now he has become the director of the reading of the people. That is a noble evolution. Now, if you will go one step further and so far anticipate the intellectual needs of the people as to suggest what ought to be done to meet those needs, then I say your profession will reach its fullest bloom, and we shall have closer intellectual relations.

The publisher in the meantime is either a mere manufacturer of books or he is taunted by you as being a mere salesman of books, and he is asked why it is that the books which he publishes are so bad. He also has a positive and creative function, for he can encourage the making of good books and build an institution if he can catch enough suggestions of the way the intellectual leaders of the people are going.

All that I have said about books is applicable to magazines. If you find the magazines dull, as you do, — else you must be easily contented, — there is one way in which you can help to remedy the trouble. There is not a magazine editor in America — I mean, one worth considering, who is trying to do a serious task nobly — who would not be under profound obligations to you, if you would write him and tell him what the people would be interested in, what would elevate them, and most of all tell him who under heaven can write it well.

Ladies and gentlemen, we that inflict books upon you go through our routine year after year, sending you tons of trash and complaining that you do not buy it. You, in your routine, have card-cataloged all dead literature to a double death, so that a man who wishes to find one single fact in ten years can be sure to find that in your libraries whether he ever find a new book or not. And these things are inevitable, I suppose; they are necessary parts of our work; they are the routine whereby we live; but let neither of us forget that our great work is the work of institution-building, for that is the primary impulse of intellectual life. You are making the libraries one of the greatest and most useful institutions in our civilization. We are trying to make our publishing houses useful institutions also, but we shall all

be duller than the dullest magazine and as monotonous as the most rigid card catalog if we do not throw into our labor some imaginative, some constructive purpose. If through all the routine of your work you see the final purpose of it, — which is to quicken the intellectual life of the people, — then your profession becomes ennobled. Without that you are mere clerks, handing books across a counter, and without that I am a mere dealer in soiled paper bound between covers.

The most impressive spectacle that has ever presented itself, I think, in the history of the world is the industrial development which we witness from one end of our country to the other. But it is only a forerunner, as I look at it, of an equally diversified and wonderful intellectual development of our democracy if we succeed really in quickening the intellectual life of all the people. Of all the people, I repeat, for as many as you reach by the magnificent development of your libraries whereby you send books home to sick children and to old women, and as many as we are supposed to reach by the grace of cheap paper and cheap postage for our magazines, yet the truth remains that we have not yet touched the fringes of the intelligence of this growing democracy. Let your imagination work upon the problem, how we may really reach the intelligence of the people so as to quicken it. Then when we do that, both your profession and mine will have the noblest task, I think, along with that of the school-master, that it was ever given men to do — the intellectual guidance of a democracy.

President BILLINGS: I know that I voice the sentiment of the Association in returning thanks to Mr. Page for his humorous, instructive, and eloquent address.

Miss ISABEL ELY LORD read a paper on

#### THE GIFT EXTREMELY RARE.

(See p. 34.)

LINDSAY SWIFT spoke on

#### PUBLIC LIBRARIES AND PUBLICITY.<sup>1</sup>

The secretary read the report of business transacted by the Council,<sup>2</sup> and presented the following resolutions as submitted by the Council:

<sup>1</sup> Mr. Swift's paper was not furnished for publication.

<sup>2</sup> See transactions of Council and executive board, appended.

## CARNEGIE ENDOWMENT.

*Resolved*, That Andrew Carnegie's gift of one hundred thousand dollars, offered through the President of the American Library Association, be accepted, subject to the conditions of the donor, namely, that it be kept as a special fund, the income of which shall be applied to the preparation and publication of such reading-lists, indexes, and other bibliographical and library aids as would be specially useful in the circulating libraries of this country.

*Resolved*, That the amount thus given be designated as The Carnegie Fund, and be placed in charge of the trustees of the Endowment Fund, whose treasurer is authorized to receive the gift on behalf of the Association.

## RELATIONS WITH THE BOOK TRADE.

*Whereas*, The system of net prices maintained by the American Publishers' Association has resulted in an unexpectedly large increase in the price of books to libraries; and

*Whereas*, That increase has worked great hardship upon libraries in limiting their purchases of current books, diminishing their power of meeting the demands of the public, and narrowing their influence and opportunities as educational institutions; and

*Whereas*, The interests of the library and the bookseller should be closely allied;

*Resolved*, That the American Library Association urges the American Publishers' Association to make such arrangement that libraries may secure an increased discount over the present allowance on net books, and may not be unduly restricted in dealing with book-sellers.

It was *Voted*, That the report be approved and the resolution adopted.

Dr. JAMES K. HOSMER, who was introduced as the newly elected president, presented the

## REPORT OF COMMITTEE ON RESOLUTIONS.

*Resolved*, That the gift of one hundred thousand dollars to the American Library Association, representing the libraries of all sections of the country, as a fund for the publication of bibliographies and lists for the general use of circulating libraries, is a timely and fitting complement to Andrew Carnegie's generous gifts to individual libraries,—that the Association expresses to the donor its sincere and grateful thanks, and the assurance

that it will do its best toward a wise and zealous administration of the trust.

*Resolved*, That the Association desires to express in warm terms its sense of the wisdom, persistence, and munificence of our esteemed friend and fellow-member, Mr. George Iles, as conspicuously shown in planning and carrying to completion a work so very important as the just published "Guide to the literature of American history."

*Resolved*, That the Association thanks heartily the Massachusetts Library Club, our hospitable host, for smoothing our way hither, for superintending so efficiently our entertainment, and for its kind thought as to post-conference enjoyments.

*Resolved*, That the Association acknowledges with thanks the welcome of the Trustees and staff of the Boston Public Library at the beginning of the conference,

Also, the hospitality of the Harvard University and of the Cambridge Public Libraries on June 16th, during the visit to Cambridge,

Also, the courtesy of the City of Boston in affording the harbor excursion, and of the unknown friend who gave us the trolley ride.

*Resolved*, That the Association acknowledges with gratitude the courtesy of Miss Katharine P. and Miss Louise Loring in extending to us the hospitalities of Burnside, Beverly, on the afternoon of June 17th,

Also, the courtesy of Mr. A. A. Covell and the Magnolia Public Library for the use of Library Hall, free of charge, for meetings throughout the conference,

Also, the good services of the proprietors of the New Magnolia, the Oceanside, and the Hesperus, throughout this happy meeting of 1902.

J. K. HOSMER, C. W. ANDREWS, KATHARINE SHARP,	}	<i>Committee on Resolutions.</i>
---	---	--------------------------------------

It was *Voted*, That the report be unanimously accepted.

Dr. BILLINGS: I ask the Association to accept my very sincere thanks for the kind way in which they have seconded my effort to make the programs of the general session, at all events, go off on time and without interruption. I appreciate it highly. I know that without such aid it would have been a failure. I now turn over this historic gavel of the Association to you, Mr. President, and say good-bye.

Adjourned 10.30 P. M.

## COLLEGE AND REFERENCE SECTION.

THE College and Reference Section of the American Library Association held a meeting in Library Hall, Magnolia, Mass., on the morning of June 18. The chairman, Azariah S. Root, presided, and in the absence of Walter M. Smith, Charles Alexander Nelson was appointed secretary *pro tem*. The meeting was called to order at 9.45, and was opened with an address by ANDERSON H. HOPKINS on

THE UNIVERSITY LIBRARY: ITS ORGANIZATION  
AND ITS RELATION TO THE OTHER  
DEPARTMENTS.

(See p. 10.)

The chairman called upon W. C. Lane for a review of Mr. Hopkins' paper.

W. C. LANE: Mr. Chairman, I feel somewhat as if I were in the place of Balaam, whom the king of the Moabites called to help him by cursing the children of Israel. I do not know whether it will be my fate that my steed will refuse to go forward, and perhaps when I come to the point I shall find no words with which to curse. If, on the other hand, I succeed in cursing roundly, I hope Mr. Hopkins will not mind.

In my opinion the most interesting point in Mr. Hopkins' paper was what he had to say in regard to the connection of the museum and the library. I am inclined to take issue with what he said at first concerning the relation of the laboratory to these two. But this he modified a little in the latter part of his paper. At first he distinguished the laboratory from the museum on the ground that the latter contained *permanent* and the former *temporary* material—material which is used up in the using. It seems to me that a better ground on which to establish the relation of these three departments is that the library and the museum both *contain* the material of research, while the laboratory is the place where it is *used*. From this point of view, the special seminary or departmental library should be regarded as a laboratory, and it in fact bears the same relation to the general library that a natural science laboratory bears, or should bear, to the museum. Certain subjects such as botany, zoölogy, geology, mineralogy, have to be

studied in the museum, and their laboratories should be in the museum. Other subjects, like chemistry and physics, do not require collections of specimens to the same degree as the former, and their buildings may be separate from both museum and library. Other subjects, such as history, literature, and economics, use as their material of study the collections of the library, and use them in very much the same way as the naturalist uses the collections of the museum. The library, or some part of it, is itself their laboratory. Let us then consider the laboratory as an adjunct of the museum and the library rather than of the school.

I had not realized, until Mr. Hopkins spoke of it, that scientific men commonly feel contempt for the museum. I heard Mr. Agassiz at the University Museum in Cambridge the other day, in an address which summed up in a most interesting way the history of that museum, speak of the Harvard Museum as the only one which was organized on a scientific basis as a means of instruction. I was not prepared at the time to accept his statement, but if what Mr. Hopkins says of the attitude of scientific men is true, the cause must be found in the imperfect organization to which Mr. Agassiz alludes. I am happy, from daily observation, to bear testimony to the fact that the standing and the methods of the University Museum at Harvard are quite different from this. It is the necessary working place of the naturalist, and all the instruction in natural history is centred there.

Now this brings up what, it seems to me, will be a very important point for us to consider in the future in regard to our libraries. We are naturally inclined to strengthen the university library as a whole and to keep it comprehensive and well filled out on every side, and to resent any proposed division of it into parts. Some universities, it is true, have started on the opposite principle, and have a library divided up into many groups without any strong central library, or making a central library simply of what is left over, so to speak, from the departments. Those of us who are connected with older libraries, which have

started on the other principle, mistrust the final outcome of the newer multiple establishments. But if you will take into account what Mr. Hopkins has said this morning, and what is very true in regard to the connection of the museum and the library, it may yet appear that the university library must eventually be split into two great divisions — one, a scientific division to be administered in direct connection with the museum, so that the books shall be directly at hand for the scientific worker, the other, the historical, literary, and economic division. The dividing line is not easy to draw. There is no natural line of cleavage of this kind, and perhaps the difficulties of forcing one are too great; but if it is to be made, it should, in my opinion, be made here, once for all, rather than in a multitude of different directions. Otherwise, the library is scattered into an indefinite number of small fragmentary collections. This does not of course affect the question of maintaining special supplementary reference libraries for laboratory use.

We come now to another point that Mr. Hopkins dwelt upon — the administrative organization of the library. He says that the library is co-extensive with the university, by which is meant, I suppose, that it is of almost equal use to all departments of the university and must provide for all departments. That is perfectly true, but I do not see that it necessarily follows — as Mr. Hopkins took for granted — that its administration should be modelled after the administration of the university. Its administration should be directed, of course, to securing the best result in what it undertakes to do; but the fact that it has many interests and that it is allied to many departments does not make its organization necessarily parallel to the organization of the university. It has its external and its internal relations, to be sure, but why its directorate should be composed of the three persons that Mr. Hopkins has named, I do not see. The other two besides the librarian represent, I suppose, the faculty and the board of trust, the president of the university representing the faculty interest and the president of the board of trust representing the financial direction of the institution. These two presidents are usually one and the same person; and if they are I see no reason why, as Mr. Hopkins has suggested, the board of trust need have another representative

beside the president of the university. As the matter looks to me, it is better stated in this way: The librarian is the responsible executive head who directs the current course of the library's administration. He needs the *advice* of two bodies; (1) of representatives from the faculty on the one hand, for whose benefit he works; and (2) of his staff on the other hand, who have the carrying out of the policy of the library in its details. He needs *advice* from those two. He needs *control* on the other hand from the president of the university representing the board of trust, because the board of trust has the final direction of the policy of the university and has to supply the means for carrying on whatever is done.

As to the faculty and their relation to the library, it is quite true that members of the faculty are not unprejudiced advisers. Each man naturally sees his own need clearest, and the reason why a committee of the faculty should not have the ultimate direction of the library, it seems to me, lies here rather than on the ground that the members of the faculty are not good administrators. I should take issue with Mr. Hopkins entirely in regard to his statement that professors are not good administrators. As a matter of fact, professors have an immense amount of administrative detail to look after, and must have. The good old gentleman whom Mr. Hopkins told us about, of course, was not fitted for that kind of work, and should not have been put in an administrative position. But there is an immense amount of committee work which members of the faculty have to do and which they do better than any one else could. That a man is a professor and a man of learning does not prevent his being a good administrative officer. In fact, one trouble with our colleges, it seems to me, is that professors have too much administrative work thrust upon them; and the difficulty is, not that the administrative work is poorly done, but that the professor is prevented from doing other more important things.

As to the disposition of the library's fund, I think there is another point of view to be taken. Mr. Hopkins, if I remember rightly, advocated dividing the income of the library among different fields of literature in proportion to the productivity of those fields. It seems to me that would be a mistake. The university library, despite its name of univer-

sity, is not trying to build up a universal collection equally well-rounded on all sides. I doubt if any library in the country is trying to do that except the Library of Congress, and even in that case, I imagine, this cannot be said to be its present aim, but is rather something which it has before it in the future. A university library is collecting material for the use of its different departments, and the division of its income surely should be according to the needs of the several departments and the value of the material required rather than the amount of the material produced. To do that I really think that a committee of the faculty is practically the best body that can be found. Of course, all departments are not represented on that committee. They cannot be without making it unwieldy, but I think the interests of the teaching body are best served if the general division of the fund is left to them rather than placed solely in the hands of the librarian and his staff. It is quite true that it may be wise to leave a moderate balance unappropriated in the librarian's keeping to be used for matters which are not well provided for otherwise, but that does not affect the general statement that the committee of the faculty is the best body to make that division.

Mr. Hopkins has referred to a third body to be represented, the directorate being the first, the faculty the second, and the board of trust the third. I see no occasion for a special committee from the board of trust. It seems to me that that is only introduced to get a theoretical balance between the library and the university as a whole. Its object as stated is to provide funds and to audit accounts. The auditing of accounts surely belongs to the treasurer and his office. The provision of funds is a matter for consideration by the board of trust as a whole, provided the funds are not already determined to their use by bequest.

The CHAIRMAN: In order to start the discussion, I am going to call upon Dr. Canfield. Dr. Canfield has served a long time as member of a board of trust of one of our important colleges, he has been president of two or three colleges, and has come in contact with this subject from the faculty's side, and he is now librarian of one of our greatest universities.

Dr. J. H. CANFIELD: If you will permit me, I will simply state the conclusions reached from experience and observation with regard

to two phases of university library work and administration.

The purchase of books, maps, charts, and other printed material for the use of the university seems to fall naturally into three classes. First, certain material is needed by the head of each department in connection with his professional work. The university has a perfect right to expect that the head of every department will make expenditures and quite large expenditures out of his own purse in the line of his own work, especially when the result of that work may be more immediately beneficial to him than to the university. But there is a large amount of printed material which he cannot be expected to secure at his own expense, and the university which wisely administers its purchases will see that the head of each department has for his own use and for the use of his assistants certain material along these lines. This will be in his own room continually, not to be withdrawn, at least not to be withdrawn from the university campus or grounds. It will be continually there, because he never knows when he wishes to use it, and when he wishes it, he wishes it just as the Texas gentleman does his revolver, — right away! It must be where he can get at it, and where his assistants can get at it at any moment. It ought not to be subject to the call of other people. That means that there will be built up in the private office of the head of each department a small library at the expense of the university. It will never be a very large library, and it will be for his own immediate use and the use of his assistants. That library, it seems to me, ought to be regarded as departmental equipment and not as a part of the university library. The librarian of the university may very properly assist in the purchase of that material on request. The department may very properly receive the advantage of all discounts and all contracts that the librarian may make. The librarian may very properly assume the burden of purchasing and of the various details of accounting, but that collection will not constitute a part of the university library in any sense of the word, if we are to use good common sense in library matters.

Then there will be another collection of books, charts, and other printed illustrative matter, that will be for the use not only of the

head of the department and his assistants, but for the students in the department, for their immediate use, for their ready reference. In the laboratory of the science department these books will naturally touch the work that is done in the laboratory. They are the books that the laboratory worker needs at his elbow. It is not always convenient for him to take off his apron and wash his hands and roll down his shirt sleeves and put on his coat and go over to the university library and get a book; and it is not always convenient for him to wait until he can telephone and get the book by a messenger, even though he may get it quickly. There is a certain amount of printed material needed in that science laboratory, and there is a certain amount of printed material needed in the workroom, properly "laboratory," whatever you may call it, of every department. This collection will not be very large at first; it will become larger as the department becomes more important and as the university becomes important, but it will never be very large.

I do not think that this is a part of the university library, accurately speaking. It is a part of the departmental equipment, and it ought to be purchased by departmental funds. That material ought not to be subject to the call of an outsider. No one should take it away. If it is taken away, you will find it is taken at exactly the time it is most needed. Just when you want it most, you cannot have it because somebody else has it. Just when you are using it, somebody else wants it. It is disappointing both ways to treat this as part of the library.

The university library, as it seems to me, should include only those books and that printed material of any and every description which are readily accessible to the entire university community. Anything that is accessible to a small portion of the university community only, anything that is not readily accessible — that is, within reasonable call and within reasonable reach — ought not to be called a part of the university library. President Eliot made an excellent point last evening when he said that we have overdone this matter of rapid service — that we think we must be ready to supply everything, reasonable or unreasonable, at a moment's notice. But all the printed material which is readily accessible to the entire university public constitutes the university library.

This threefold division of printed matter will mean necessarily a large amount of duplication, but that is unavoidable if the work is to be done efficiently. Until you are able to duplicate, as a matter of course, you will be obliged to devise and endure makeshifts to accomplish that which I have undertaken to outline. We are poor at Columbia University, I think on the whole we are the poorest institution in the country. We are obliged, therefore, to go without any large amount of duplication, and place at the service of the laboratory books and other printed material subject to the call of the outside world. We know, however, how confusing and vexatious and how wearisome and disappointing that is and always will be. The hours of the laboratories are about one-half the hours of the library, and unless the collection is brought back at the close of each laboratory day it is locked up; we have to find a janitor, and get a light and the keys, and go and make search for the book. When we have found it and taken it, nobody is responsible. It is gone. The next morning the head of the department simply knows it is not in place, and who had it and how and when and where he knows not. The librarian knows even less about what the department has done with it. But until your resources enable you to enter very largely upon the process of duplication, you must put up with makeshifts in that way. I am quite confident that theoretically the lines which I have indicated are the correct and natural lines which the purchase of materials and supplies for the work of the university will follow.

When it comes to the division of money, I believe very thoroughly in dividing the financial resources among the departments in proportion to the use which the departments show they have made of those resources. A university library is absolutely unlike a public library in that it is necessarily and wisely built up along the lines of greatest activity. The lines of least resistance in the university are the lines of greatest activity, the lines of greatest use. Any one who is at all competent to administer the affairs of a university library ought to know very easily and very continuously the departments which are making the most and the best use of the books that are given out. I know it is worth a great deal to develop things symmetrically and harmoni-

ously and all that. but I cannot understand why it is of any earthly consequence to put a book on the shelf for a department the head of which does not care for it, does not know it is there, forgets it is there when you tell him, never refers to it, and does not call the attention of his students to it. Here is a department whose students are hungry for that which you are able to give them in only a small proportion of their need at best. Why should you take from them even a single volume to give to those who do not care for it at all? So in the libraries with which I have had the privilege of being connected directly or indirectly in the past, it has always been the policy of the administrative body to divide the annual revenues according to the uses which have been made during the closing year. And that does not mean the use which is sometimes made in the last thirty days of the year, either. There are some departments which come in with a rush at the last of the year to spend their balances. But it means the use made by departments which have shown evident wisdom during the year in the expenditure of the resources granted them.

The policy of Columbia is to distribute the funds about as I have indicated. That distribution is made by the librarian, with the consent of the president of the university. The librarian makes that distribution after a careful consideration of the statistics of the order department and of the loan department. It would be a very unwise administrator who should undertake to do that piece of work hastily. We reserve a small amount, possibly about fifteen per cent. of our total resources, for many things in which the departments are not particularly interested as such; and that is put into the hands of the librarian and is called the "Librarian's Reserve." Generally, the departments beg it away from him before the year is half over, and it does not serve the general purposes for which it was intended, but it does serve to supplement, to "piece out," to meet extraordinary demands and unexpected emergencies; and also to meet some of the more general demands.

Those are the only two points I care to touch upon — the general division of the books and other printed matter, and the method by which the division is made, and the lines along which it seems to me, after years of experience and observation, purchases ought to be made.

The CHAIRMAN: We have ten or fifteen minutes which we can devote to a general discussion if any one is so disposed.

W. I. FLETCHER: I am inclined to say a word regarding the distinction between the university or the college library and the books which are bought for the uses of departments. With us at Amherst this matter seems to work out about as it does at Columbia. But I have long lamented that we were not, and did not seem to be able to be, building up a library. And by "a library" in that sense, I mean a collection of books for educative purposes, for culture purposes. A college or university exists for education. Now, are we not in some danger of losing sight of the fact that we are to carry out the principles of culture through the library? I have observed that in the early days of Amherst College the library funds were used in such a way as to build up a library, and that was because the idea of departments developing on a separate basis and calling for books accordingly had not arisen. Now that development has come and books are called for by departments to such an extent that we are building up a series of department collections, largely made up of books not in the general library, whereas in the old times the idea of the library committee was to build up a rounded library for culture purposes. We cannot carry out that idea; we cannot afford to buy anything that is not immediately called for in connection with the instruction in the college. I suppose if that is true of the college it is much more true of the university. But I think we ought to do a great deal more than we are doing to build up a culture library in the university and the college. Such a library should consist largely of books that are a delight to the eye, attractive outwardly, books of the best editions. The work of such a library should be largely to attract students to books and to literature, either in scientific lines or elsewhere. For example, books of science that the scientific man says are popular books and therefore he does not want them, may be the very thing that will attract the unscientific young man to science, although the professor may think them useless. So in all departments. I don't know how we are going to do it, but I think we should lay stress on that idea.

H. H. BALLARD: College libraries have



been run heretofore in the interests of the faculty. It has been difficult for students to get access even to the books which have been selected for their use by the heads of departments. In many places, the libraries are only open for short periods and at times when it is difficult for students to use them, and when they do go they have difficulty in getting free access to the books. The time is coming when college and university libraries will be run in the interests of the student body, and that body ought to have an advisory representation on the governing board.

MISS K. L. SHARP: The plan of administration of the University of Illinois is perhaps rather unusual. The board of trustees appoint a library committee of five of their own number. During the past five years their duty has consisted in receiving a copy of the annual report of the librarian. The acting library committee consists of the president of the university, the business manager of the university, and the head librarian. This committee distributes the funds to the departments of the university, reserving a general fund, which is at the disposal of the librarian, a fund for binding for all of the departments of the university, and a fund for current subscriptions. There has been a very peaceful administration under this plan for the past five years, and I can speak for its success in at least that one institution.

MR. HOPKINS: The one instance which Miss Sharp has cited has been well known to me for a number of years. There is another university library that I could name that would have very readily and gladly made the change from the old style to the new.

There are a few points I should like to reply to in Mr. Lane's criticism. He said that it was not necessary that the government of the university library should parallel the government of the university. That is all true enough. Neither is it necessary because there are two governments whose realms are nearly co-extensive, that both of them should be republics, but most of us think that it would be better that they should be republics. The co-extensiveness, of course, does not absolutely require the same sort of government, but if you have a really good form of government in one place it might not be at all bad to apply it to the other also. The fact that the "good old

gentleman" whom I mentioned was not a man that Harvard would have thought of putting into an administrative place, did not hinder others from doing just that thing. I must take exception to the committee of the faculty being on the book fund. Of course, as a body, they of the faculties are good and learned gentlemen, but some of them are neither good nor learned.

It is the business of the university to be a university, and it is the business of a university library to be a university library. When I spoke of a well-rounded collection, I did not mean that it should be the business of a university necessarily to make a collection of the reports of institutions for the insane, to use the instance cited by Dr. Billings last evening, but by all means the university library should be a well-rounded collection of good literature. Mr. Fletcher has cited the value of such a collection. If it happens that you have a man for one year or two years or ten years or a lifetime in any department who is not interested enough or has not knowledge enough to round out the literature of his department, it ought to be rounded out for him.

I would ask Dr. Canfield at once whose needs he is supplying. Is he supplying only the professors? Isn't he trying to supply the students? There may be a hundred students under that professor who does not care anything about his field of work. I remember one instance of a man who was in a professor's chair and who had been assigned one hundred dollars, and he came into the library and asked one of the under-assistants to help him find something to buy. He wanted to expend his one hundred dollars. If your administrator is what he ought to be, he ought to be looking over the whole field of literature. He ought to have with him others who are doing much the same thing and specializing in some direction, and his cabinet ought to be able to apportion the fund in such a way that all departments would be looked after to a reasonable extent, without crippling other departments where effective work is being done.

C. H. GOULD: In all that has been said there seems to have been no reference made to that important department of science which may be called the new engineering sciences. Mr. Lane spoke of the natural history sciences, but I should like to know what Mr. Hopkins or

perhaps Mr. Lane would propose to do with the books relating more particularly to the applied sciences — whether they would think it wise to keep those in the university library or whether, as a great many heads of the departments want those books, they should be particularly allotted to the departmental libraries?

Mr. HOPKINS: With all due deference to what Dr. Canfield has said, theoretically every scrap of printed matter belonging to the university belongs to the university library. I have no objection to the departmental equipment; all depends on how it is administered. If it is not to be administered it cannot be a part of the university library. It then belongs in the same category with the bricks and mortar so far as the library is concerned. If it is purchased through and is administered by the university library, — no matter how slight the touch may be, — it is a part of the university library. That is my general answer, not merely for applied sciences, but for all other departmental subjects. Departmental libraries are good in their places, but do not forget the great central collection. Departmental libraries, for the most part, should duplicate material already in the university library.

N. D. C. HODGES read a paper on

#### BIBLIOGRAPHIES *vs.* DICTIONARY CATALOGS.

When I was asked by the chairman of this section to prepare a paper on the "advantages of bibliographies as against dictionary catalogs," Professor Root informed me that the beauties of dictionary catalogs would be set forth by Miss Kroeger. In my trepidation, I ventured to appeal to those members of the staff at the Cincinnati Public Library who are doing reference work. I cannot say that I told them which side I was to take in the discussion or that I was to argue for either side. One and all, they have handed me written statements which are to the effect that I am wrong and that for the ordinary reference work of a public library a dictionary catalog is all-essential. The question of the average reader is not what literature exists upon this subject or that, but "what book is there in this library which will give me the information I want and what is its shelf number?"

I am in an extremely tight place. Those whom I assumed to be my friends have deserted me. Yet this country is exhausting its library

resources each year probably to the amount of a million dollars in the preparation of dictionary catalogs for the thousand and one libraries, when this work might be done by one cataloging force for all libraries.

Mr. Fletcher, in his preface to the "A. L. A. index to general literature," states that its purpose is "to index, as far as possible, all books common in our libraries which treat several subjects under one title and to the contents of which the ordinary catalog furnishes no guide, although they are generally treated analytically in the more elaborate library catalogs." Mr. Fletcher believes it possible to save libraries in the future from the necessity of repeating each for itself this analytical work, as well as to place its results within reach of all libraries and of individual literary workers. But the average public library reader scorns the "A. L. A. index to general literature" simply because it does not set forth whether his own library contains the books analyzed and does not give him the shelf marks of such books as are in that library.

I have had two hobby-horses. On one I have charged against the Decimal classification, and the other I have mounted when I would attack dictionary cataloging, which seems to me so wasteful when repeated over and over again. I am not so sure that I am equal to riding both my hobbies at the same time.

Do not think because I dismount from one hobby that I shall abandon hobbies altogether. I do it simply that I may ride the second with the greater confidence. Are we spending each year a million dollars on dictionary cataloging, or are we spending only a hundred thousand, or does the sum lie between those figures? We are surely spending a good deal of money much more than would be needed to bring out each year an "A. L. A. index to general literature." Not necessarily an "A. L. A. index to general literature" on exactly the lines followed in the edition of 1901, but a printed dictionary catalog, in several volumes, of ten or twelve thousand books. Perhaps to save expense annual supplements could be issued on the cumulative plan; but let accepted shelf marks, according to the Decimal classification, be placed against each entry. The Public Library of Cincinnati could easily afford to contribute a thousand dollars each year towards the publication of such a printed dictionary catalog of

the most serviceable books. People who demand catalogs have no conception of their cost. They do not know that the cost of cataloging averages somewhere between 50 cents and \$1.25 a title. None of us know exactly what this cataloging item amounts to, but it is a heavy charge on library resources.

We are going to have in Cincinnati six Carnegie branch libraries of eight to twelve thousand volumes each. I expect to see all of these books on open shelves. There are now in the main library more than 50,000 volumes on open shelves. They are not especially well classified. Every large library whose history stretches back for fifty years, so far as I have experience, has its books in a more or less badly shuffled condition. We are working step by step to put the books on open shelves in better order. When books are well classified on open shelves, I believe they furnish an excellent index to knowledge. Seldom, if ever, have I used a dictionary catalog as it is supposed to be used. I have used a dictionary catalog simply to get a starter on a subject, to find in what part of a library books on a certain subject were to be found, to get the latest material, whether magazine article or book chapter. In recent books and magazine articles are almost invariably printed references to the literary material upon which they were built up. Having these recent references, a reader is possessed of the keys to the older literature.

I am sceptical about dictionary cataloging when attempted by a small band of catalogers for many subjects. It has been stated that not ten per cent. of the subjects now taught at Harvard College could have been taught at the beginning of the nineteenth century. Ninety per cent. of the book knowledge of to-day is of comparatively recent creation. The men and women who can intelligently index this material are few and far between, and no one person can intelligently index more than, we will say, for the purposes of argument, one per cent. of the whole store of human knowledge. I believe that librarians are making a mistake in some of the indexing of scientific literature which they have recently undertaken. I do not believe that much scientific material, for instance, lies buried for fault of sufficient reference to it. The German *Jahrbücher* and the system of correspondence among specialists the world over, brings to the knowledge of all

those interested every important paper in whatever department it may belong.

We have many good bibliographies. Poole's Index is used without question; the others lie neglected on library shelves. For seventy-five years there has been published in Berlin a Poole's Index of the technical journals, and yet it has been my experience not to find a single scientific man who knew of the existence of this index until I called his attention to it. Human beings are lazy, and the majority of the patrons of a public library want a little information, not much, and want it quickly without the circumlocution of bibliographies. I hope that Cincinnati may be spared the necessity of dictionary cataloging its large collection, which should not differ essentially from other equally large collections of books in other parts of the country. I wish we all might have a dictionary catalog of ten, fifteen, or twenty thousand volumes, — a modified "A. L. A. index to general literature" with the generally accepted Decimal classification shelf-marks against each entry. Such a printed catalog would serve most purposes in Cincinnati. Ten or twenty thousand well chosen volumes are enough to answer most calls on a public library. The other books can be routed out for scholars by competent reference librarians or will be known to them by author and title.

I believe in the separation of books into the two classes of dead books and live books. It is a separation that is bound to come, and the small libraries of the country should limit themselves rigidly to the books which are most serviceable. If a printed catalog in book form of the ten or twelve thousand most "live" books is not feasible, certainly a printed card catalog of such a collection could be made. I can see no necessity of there being catalogers in more than a dozen or twenty libraries of the country. The small town libraries, except for local matter, should select their books from a list approved by a central council of the American Library Association, if you will, and should receive with the books cards for their catalog. Each year the central council could recommend that certain books be discarded so that the small libraries should never be over-burdened and these should learn to depend on loans from larger libraries on the rare occasions when the dead books might be called for. The six Carnegie branches in Cincinnati need not

have any individuality. They need not be all of the same size, but they might well be of the class of standard small libraries which such a system would create. There are exceptions to every rule. A large percentage of some foreign element in the population of a city ward might make advisable a departure from the standard in the selection of books for a branch in that ward, but of this I am not so sure. This may seem a very mechanical way of running a small library, but library work is a business and every means for saving money should be adopted.

I believe it is proposed to reprint on cards the "A. L. A. catalog" of five thousand volumes, presumably with additions and corrections. This impresses me as an excellent suggestion and I hope it will be carried out. One reason why librarians cling to their dead books is that they have expended so much labor on their classification and cataloging in years past that they are loath to see the cards representing this labor routed out of their dictionary catalogs. A dictionary catalog is in itself a mechanical device for getting at the resources of a library. An intelligent librarian with a cultivated book-sense can handle a well-classified collection of ten or twenty thousand volumes much more effectively for the readers than the readers themselves can get at their material through a dictionary catalog. If I were given the choice of looking up the literature of a subject in a large library through either a well-made dictionary catalog or a well-classified collection of ten or twenty thousand volumes on open shelves with an author finding list of the balance of the collection, I would take the books and not the catalog. Only a small percentage of all that exists in a collection of books is brought out in the best dictionary catalogs, partly because of the great variety of material to be brought out and partly because any one cataloger is capable of subject cataloging so small a fraction of the total of human knowledge. For the person seeking a little information I would supply a well classified collection of ten thousand volumes on open shelves in charge of an intelligent reference librarian and if these books are live books, as they should be, with proper indexes and bibliographies, they will themselves be the keys to the world's literature which scholars may chance to need. We are told that children can

be trained to use a dictionary catalog: I would rather see them trained to use books.

Miss ALICE B. KROEGER followed with a paper on

#### DICTIONARY CATALOGS *vs.* BIBLIOGRAPHIES.

You have heard the arguments against dictionary catalogs and I am now to convince you that bibliographies will not take the place of the dictionary catalog. Mr. Hodges acknowledges in advance that the members of his staff all disagree with him and are on my side of the question. I believe that the majority of librarians, especially those in public libraries, will side against him and with his staff in favor of the dictionary catalog, with its analytics, double entries, and cross references.

When the A. L. A. Publishing Board, not many years ago, began to furnish printed cards for parts of books, I questioned the use of subscribing to these cards when an excellent and more compact index to the same books was furnished in the "Annual literary index," which in time would be absorbed in the "A. L. A. Index to general literature." It needed only a brief experience to convert me to the opinion that it *was* necessary to repeat such analytic work in the card catalog in order to make it of any considerable use to the library.

We talk much about libraries spending millions of dollars on cataloging. Do we not perhaps exaggerate the amount? At least do we sufficiently consider the value of such work? Is not a small collection of books well selected and thoroughly cataloged generally more useful than a much larger one not so well cataloged? I think many of us have had experience in using both kinds and can testify to the great value of a good catalog.

Mr. Hodges estimates the cost of cataloging at from fifty cents to \$1.25 per volume. This is too large an estimate for the general library, but granting his figures, it must be remembered that the Library of Congress printed cards will reduce the cost for current publications. This is especially true where analytics are largely used in the catalog. And in addition, the A. L. A. Publishing Board is doing much to make analytic work less costly by analyzing and printing cards for important sets of books, to say nothing of the more extensive work in printing cards for articles contained in about

one hundred and eighty-five technical periodicals. There is now very little question that a central bureau, whether Library of Congress, A. L. A., or any other, can catalog books for libraries at less cost than the libraries can do the work separately. I believe also that the cost of card cataloging can be still further lowered by the more general use of the typewriter, which heretofore has been too much neglected in libraries. Hand work is always slower than machine. Besides, the typewriter gives us a much clearer card, more easy to read and more in line with print.

An A. L. A. printed dictionary catalog in several volumes, including ten or twenty thousand titles, with annual supplements on the cumulative plan, is open to the objection of all printed catalogs that it is never up to date in one alphabet. Constant reference to supplements is irksome to most persons. As Mr. Hodges puts it, "human beings are lazy." We know what it means to look through that indispensable tool to the librarian, Poole's Index, its five-yearly supplements, and the "Annual literary index" for three or four years, in order to get all the references on a subject. If the Cincinnati Public Library wants a printed catalog, is it not possible to use the Peabody Institute catalog which is the most complete printed dictionary catalog, and which is at the same time a bibliography of value to the student? The analytic work is thorough and supplements are printed. Why not put the call numbers of the Cincinnati Public Library in the margins?

Some such catalog as the suggested A. L. A. printed dictionary catalog might be useful to small libraries if these libraries were all uniform. Is it possible to have even small libraries uniform? I can imagine six or more branch libraries in one city being identical in character, although I would not care to see this idea carried out. But taking the country as a whole, is it possible to have small libraries uniform? Will not the personal element always enter into the question? Books that are given, books that are not in the A. L. A. catalog (and I can conceive of many such being added to a library), must be cataloged, and this again means either printed or card supplements.

The Library of Congress has under consideration the printing of cards for the A. L. A. cat-

alog. One of the defects of the present A. L. A. catalog for the purpose of a small library is its lack of analytics and double entry, but with printed cards a small library will be able to purchase at a trifling cost as many cards as are necessary to bring out the contents of each book under its subjects.

Mr. Hodges refers to the fact that in looking up a subject he generally uses the dictionary catalog to get a start on a subject, and then consults the books on the shelves. Now, in large libraries unrestricted access to shelves is not practicable and some modifications must be made. The card catalog is, therefore, most necessary in order to put the resources of the library on any subject at the disposal of the student without much loss of time. The ordinary reader must be content with the catalog in most cases. He has not the privilege of the librarian.

Bibliographies and references to authorities as given by authors in books and periodical articles are most important. But is not their practical usefulness after all very limited? The experienced librarian gets into the habit of thinking that it must be as easy for the general reader to look up his subject as it is for himself, forgetting how many years it has taken to acquire an expert knowledge of the use of what might be considered comparatively few books. Think what it means to the "average reader" to be told to consult bibliographies, when often he has no conception of what a bibliography is; perhaps he believes it to be (as applicants for admission to library schools sometimes do) a book that "gives lives of people mentioned in the Bible."

I believe that librarians should do more to interest and instruct readers in the use of bibliographies and indexes. At present in almost all libraries, bibliographies are in the cataloger's room or in the librarian's office or in the most inaccessible part of the library, whereas many of them should be in the reference department along with the cyclopædias of special subjects. They would then be more frequently used, although it is exceedingly doubtful whether they would even then assist the "average reader." It would be the reader above the average who might be occasionally helped. And with the "above the average" reader, bibliographies are also of limited use. A person must have infinite patience and great inter-

est in his subject as well as plenty of time before he will follow up his subject by means of bibliographies alone. English students who frequent the British Museum must have this time, interest, and patience, because there is no subject catalog, but the average American user of libraries decidedly lacks the virtue of patience and feels that he cannot spare the time. Recently the same subject has been brought up by British librarians and readers, some of whom are urging the importance of subject catalogs in spite of the disapproval of the bibliographers.

Consider the number of bibliographies and indexes which the student must consult, with their variety of arrangement, more or less (usually more) faulty. Then there are the annual supplements to bring the literature of his specialty to date, besides the references added to books and periodical articles. After he has found his references, consider the time that is necessary to look these up in the catalog to see whether the books are in the library. It is true that in the case of the more common indexes, call numbers may be inserted by each library after the list of titles analyzed. This we at the Drexel Institute do in the "A. L. A. index to general literature," just as in the case of Poole's Index we have a list of the indexed periodicals contained in the library posted in a conspicuous place near the indexes. Even with these aids the number of readers who consult Poole and the "A. L. A. index" are very small compared with those who use the dictionary catalog.

The fact that the Berlin technical Poole is unknown to scientific men is another argument against bibliographies. If a specialist does not know the bibliography of his subject, how much more need that he should be able to find references in the card catalog, how much more necessary to put at his disposal the A. L. A. printed card index to technical journals! And if a specialist does not know the bibliography of his subject, how much less does the ordinary user know about the literature of the subject in which he is interested, how much more necessary that we assist him by means of a good catalog to what the library has on his subject!

While it is true that catalogers even the most capable cannot intelligently index the contents of all books, still I hope that Mr. Hodges' estimate of one per cent. is exceedingly low,

otherwise what a vast amount of errors must be made in our public libraries. Even should some errors occur in indexing, much benefit may be gained from those entries which are not mistakes. In a printed dictionary catalog issued by a central bureau there are sure to be many errors and a greater number of differences of opinion about entries, so that after all, libraries will have to do considerable changing in order to make the catalog suit their needs.

While I believe that we are just beginning to understand what co-operation can do for libraries, I do not think that co-operation will dispose of the dictionary card catalog. On the contrary it will but emphasize its necessity and increase its usefulness. Before we can dispense with the dictionary analytic card catalog we must have more and better subject bibliographies and in addition a complete bibliography of bibliographies kept up to date in the same manner as Poole's Index, cumulating yearly or five-yearly.

The dictionary card catalog with its simple alphabet including analytics, double entries, and cross references, is unquestionably the form of catalog that is of the greatest good to the greatest number, and not for some time to come, if ever, will it be superseded by a printed catalog or by the general use of bibliographies.

The CHAIRMAN: I will ask Mr. Fletcher to open the discussion.

MR. FLETCHER: Behold an angel of peace! I think it is evident that too much energy is wasted along the lines indicated by "*versus*" in this title. There is no "*versus*" about it. The case is all in a nutshell. The dictionary catalog is a necessity, and the only question is how far we shall carry it. I was called upon to speak on this subject, I understand, because of my connection with the work of the Publishing Board and its efforts to transfer to the field which we (by an almost mistaken use of terms) call bibliography, as large a portion as possible of the work that has been put into the field that is called cataloging. It was long ago recognized that a large portion of the work that is put into the cataloging could be with great advantage transferred to the field of bibliography. That transfer is constantly going on. As an example, take Poole's Index.

How many people here are writing index cards for current periodicals and putting them

into their card catalogs? All those who do so please raise their hands.

No hands were raised.

Mr. FLETCHER: Why not? That illustrates the situation. If Poole's Index, which was the first of our great co-operative bibliographical undertakings, has made such cataloging unnecessary, why will not other such undertakings make a great deal more cataloging work unnecessary? How many people here are making as many analytical cards now as they did before the "A. L. A. index" and the "Annual literary index" came into existence? I do not see any hands raised. I do not like that word "*versus*;" there is no reason for it.

C. K. BOLTON: I think the difficulty about the bibliography scheme in the average library is to keep the bibliography complete and up to date. When twelve months have gone we must throw aside our bibliography because it is not up to date. It seems to me the American Library Association might do well to issue out a small bibliography of books likely to be in every library, which any library could buy, and put its own shelf numbers on for ordinary use. Such list would not be out of date and would not have the disadvantage that is found in almost every bibliographical scheme.

C. W. ANDREWS: Attention has been called to the fact that the classed catalog furnishes a satisfactory solution of some of these difficulties. Our own solution is much like Mr. Fletcher's. We have an author catalog, a classed catalog, and a subject index to the latter in which many of the titles appear again. The use of the printed cards furnished by the Library of Congress will enable you all to have this arrangement.

Miss Kroeger said that she wanted a bibliography of bibliographies. I wonder if she knows what she is asking for. De Margerie, in his bibliography of geological bibliographies prepared for an international congress of geologists, found 4,000 references. A bibliography of bibliographies on that scale would probably run into fifty or one hundred volumes. We have done our best to supply the need of which Miss Kroeger speaks, so far as our own resources are concerned, by preparing a bibliography of bibliographies of scientific and technical literature, or a list of those books

in our library which contained lists of such books or which are lists of such books. This list will contain some three thousand titles, and it may prove of use to reference librarians.

Another point I wish to touch was Mr. Hodge's reference to the uselessness of some of the analytical work which is now done by co-operation. I agree heartily. I think that where we write entries from material already contained in scientific or other bibliographies, we do work which need not be done. We ought to confine our work to those entries which do not occur to the ordinary student, and especially to those entries which have existence as bibliographical entries, and which are being published as "separates" or as reprints. I suppose every one of us has bought a not inconsiderable per cent of "separates," thinking that they were independent works and afterwards finding them in our own library. It is that class of work which ought to be brought out in our co-operative analysis of periodicals.

F. J. TEGGART: I think it is quite possible that librarians are doing too much for the public; it is quite possible that the public would get on very well, even better than it does now, if it had fewer books and less cataloging. In other words, the whole population is divided into two parts; the first part contains perhaps 90 per cent., and the other part contains 10 per cent. The 90 per cent. do not know what they want; they go to the dictionary catalog to find out; the 10 per cent. know what they want and want to know what has been written about it and they go to the bibliography, if the bibliography is sufficiently good. We are accumulating enormous quantities of cards and very large quantities of books in the smaller public libraries, and both the cards and books are tending to swamp the administration. I think it is perfectly practicable to decide upon a standard size to which smaller libraries should conform. I do not think the small library ought to keep all the books that it has ever acquired, unless it is absolutely necessary for it to do so. Consequently, cataloging will tend to become a more and more temporary thing. We now look on the catalog as a permanent addition to the library, but I cannot look at it in that light. The only record of books that should be considered permanent should be a record in bibliographical form. The bibliography is for the student, and in our discussions we constantly lose sight of

the difference between the person who simply wants a book on a given subject, and to whom nearly any book on that subject would be satisfactory, and the person who would search the country over to find everything existing on that subject. If we are to do first-class work, we ought to have complete bibliographies, with indications of the libraries all over the country in which the books are to be found. I am now working on a subject in which some people here may be interested. books printed on the subject of library administration. It is curious to note that only perhaps ten per cent. of those books are in any library in the United States or in all the libraries of the United States put together. Now, in a bibliography of that kind there should be indication of the library where those books are to be found. The bibliography should be made complete, but it should at the same time be a reference catalog for such of the books as are available. The distinction should be clearly drawn that the average public library reader does not want to hunt up books in bibliographies. He simply wants to have some book on the subject given him with the recommendation to go and read it—which he generally does not do. The only thing that is read through is fiction, and even as to fiction I doubt the thoroughness with which that is read. I have repeatedly found, where a signature has been left out in the binding of a novel, that nobody would mention it for six months. The interests of the average person who comes to a public library are more or less superficial, and the best efforts of the library should be directed towards the studious person who is actually studying,—and this person represents about ten per cent. of the whole use of the library.

NINA E. BROWNE: I want to make a suggestion as to a form for a catalog, which seems to have been very little considered. In the first place, I would have a classed catalog. It is of minor importance whether it is arranged by Decimal classification numbers or by the Expansive classification numbers or alphabetically, so long as it gives a subject order. Then in the author catalog place with the author cards the index to the subject catalog, together with the title cards in their alphabetical order. The index card may bear at the top the subject, and below the direction, "For books on this subject, see the subject catalog, cards numbered *so and so*," if arranged by the Decimal or

Expansive classification, or "cards arranged in the subject catalog under *such a word*." In that way you can get all the material that any reader may look for. For instance, if he looks for "Birds," the card may read, "Birds," on the top line, and below, "For books on this subject *see* cards numbered 598." If he looks for "Ornithology," as the learned reader may do, he also finds a similar card referring to the same subject cards numbered 598. In that way one gets the benefit of the dictionary form of author, title, and subject in one alphabet, at the same time escaping the trying *see also* references. One also gets rid of the great bulk of subject cards which go into the dictionary catalog, and so break the continuity of the alphabet. Sometimes a subject extends through two or three drawers, and a person who is not familiar with large dictionary catalogs often loses his way in the alphabet. The index cards, of course, simply fall properly into place, and I would have these index cards of a different color from the others, so that when a reader once catches the idea of a subject index, the color will guide him and he will not look over the other cards. The title card might also be of another color. I have talked about this catalog for a good many years, but I have never had an opportunity to try it. I have been told that St. Louis is trying it.

MR. CRUNDEN: We are trying it now. Some years ago this subject was discussed, and I remember summing up my opinion by saying that the only thing to do was to have both. We have recently begun to do so. We have not done enough yet to know what the practical results will be, but as to myself I have no doubt of the necessity.

MR. BALLARD: I would like to make a suggestion that may be helpful to those librarians who feel that they would like to lighten somewhat the labor of cataloging and who feel that there is great difficulty in caring for the mass of books constantly coming to our libraries. One large division of the books bought in public libraries may be classed as "temporary," that is, almost every librarian buys books during the year to satisfy a wholly temporary demand. In the Berkshire Athenæum, instead of buying such books, we now rent them for a year. The Tabard Inn Library agrees to furnish to public libraries not less than 125 a month, and any larger number at lower rates. We take the



smallest number, 125. If these books are exchanged every month—and there are no conditions as to the number exchanged—the library receives 1,500 books during the year, or an equivalent of 6,000 exchanges, and the charge is \$150, which is less than the cost of cataloging those fifteen hundred books. I am of course speaking of books you would not care to keep more than the current year. We think our library saves \$1,000 on this arrangement; we also save the expense and time of cataloging; and we save shelf room, because at the end of the year the books go back. The volumes come prepared for issue; the numbers are upon them, and the numbers are different from those used in any library system that I know of, so that the number itself differentiates the volume. We treat them precisely as if they were our own books, distinguishing them by the numbers on the back, and letting them go out as if they were our own. One added advantage is that all of our patrons who draw these particular books may carry them away on vacation if they desire. They may be exchanged in Boston or San Francisco or any other town for any other Tabard Inn Library book, and that may be returned to us to cancel the charge. We do not care whether our readers return the same book or not, providing it is a book belonging to the system, and we are not obliged to return to Philadelphia at the end of the year the same fifteen hundred volumes received, but we can return any fifteen hundred volumes bearing the Tabard Inn Library imprint. The plan is simple, economical, and popular.

MR. HODGES: There have been references to the ease of cataloging. The general public has an idea that the cataloging of a library is a very simple affair. The average person from outside walks into a library and says, "Why don't you catalog this library?" In what I am going to say I refer more especially to the catalog work which is done or should be done in a large library. I have had put in my hands occasionally some of the printed cards, the index cards, to scientific periodicals, and I have been asked to subject-catalog those cards. I think it is no exaggeration to say that I found it necessary to spend from two hours to four hours in determining the subject which should be placed at the head of each one of those titles. It is extremely difficult to do that kind of sub-

ject-cataloging. No one person can cover any considerable fraction of the whole field of human knowledge. Then, at the end of that time, after spending from two to four hours on each one of those cards, I was by no manner of means certain that I had put the correct subject heading on the card. If there is a genius who can subject-classify 120 cards for the titles in the Old South Leaflets in the fraction of a minute—they estimate that the cost of cataloging the Old South Leaflets is simply the cost of the cards—I should like to know him. I do not think it is much exaggeration to say that it would take me, if I took the Old South Leaflets, from a week to two weeks to properly subject-catalog all the items in that collection.

When all this cataloging has been done, what is the result? Of course, the catalog of Harvard University is not a dictionary catalog; it is a classed catalog; but it is a very elaborate catalog. Those who are acquainted with the work there have estimated that that catalog has cost about half a million of dollars. Several years ago I was looking up the subject of foundation sacrifice, and I am not sure that I found a single entry in that elaborate catalog of any material on foundation sacrifice. Foundation sacrifice is the propitiatory offering to the powers of the earth when new buildings, churches, etc., are erected. But I did take the newest book on folk-lore which I could find, and in a few moments I found a foot-note,—I think there was no formal bibliography,—and I found references to other material, and in the odd moments which I had to give to the matter, in a day or two I had on my notes the titles of about a dozen books containing chapters on the special subject in which I was interested and on which I was preparing a paper. None of that material had been brought out in the catalog, which had cost a fortune, and I hope it never will be brought out.

I was asked at one time at Harvard to find a pamphlet written by a French priest, name unknown, describing the occurrences at the time of the opening of the tombs of the French kings at St. Denis. As I say, the author was unknown, and it was merely stated to me that when those tombs were opened, a French priest very naturally was present and saw what happened, and a few days afterwards he wrote down a report of what was done, and that was printed in pamphlet form. I went to

the Harvard catalog and I looked in its drawers for about five or ten minutes. I was simply staggered at the idea of hunting down that pamphlet from that catalog, but I went to the shelves and in twenty minutes I had that pamphlet in my hands, printed as an appendix to one of the larger histories of France. There is nothing simpler than finding material of that kind. It was suggested to me that an entry ought to be made and a card inserted in the catalog; but if I had put that card in, I would very much prefer going to the shelves and finding the pamphlet again as I did, rather than try to find that card among the millions of cards in those drawers. All that was necessary, of course, was to get the most elaborate and extensive history of the Reign of Terror and to turn over the pages until the pages were reached describing the desecration of the tombs, and there in a foot-note — it was a properly made book — was a reference to the raw material on which that history was built up.

I think it is a mistake to think that cataloging is a very simple and easy matter. I confess it is distasteful work to me; I never liked it. I think it is also extremely difficult work if you are going beyond the simplest books, and it is work that takes a great deal of time and costs an enormous amount of money. You can jump at the subject from the title, but you are almost certain to jump wrong.

CHARLES K. BOLTON submitted the report of

#### COMMITTEE ON NOMINATIONS

presenting the name of C. W. Andrews for chairman, and George F. Danforth for secretary. The report was accepted and the persons named were unanimously elected.

A report to the A. L. A. Council was made by the Section's Special Committee on American Dissertations, appointed last year, and this report was referred to the Section for consideration. It is as follows:

#### REPORT OF COMMITTEE ON AMERICAN DISSERTATIONS.

The committee on American dissertations submitted in part fulfilment of the requirements for the degree of doctor of philosophy, beg leave to report their work for the past year.

It was found impracticable to send the draft letter printed in the Proceedings of the Waukesha Conference, page 207, until it was too late to have desired data included in university catalogs for 1901-02. This being the case, it

seemed best to let the matter rest still further, so that the question might reach university authorities late in the present year, to be carried into effect next academic year. A copy of the circular letter approved by the Council was finally sent to the presidents of seventy-seven institutions, including all institutions which conferred the degree of Ph.D. on examination in the years 1898-99 and 1899-1900, according to the Commissioner of Education's reports for those years. To this list were added certain other institutions of good grade, offering the degree on examination and residence, according to the list given on pages 1566-1581 of the Commissioner of Education's report for 1898-99. The circular letter was sent also to Toronto and McGill Universities, and to the librarians of thirty-three of the more important institutions, inclosing in each one of the printed cards as follows:

#### To the Librarian:

Your attention is respectfully called to the accompanying letter, a copy of which has been mailed to the president of your university. The inclusion of the desired data in the annual catalog, or corresponding publication, of your institution will greatly facilitate the compilation of the proposed annual bibliography of American dissertations. Hence your co-operation in securing prompt action by the faculty of your institution on this matter is urgently requested.

#### THE COMMITTEE.

This seemed desirable in the case of the more important universities, so as to secure co-operation of librarians in getting the matter attended to. A short foot-note to the letter was appended as follows:

A copy of the above letter is sent to such institutions of learning in the United States and Canada as confer the degree of doctor of philosophy or science after residence and examination. The committee has under consideration the compilation and publication of an annual list of American dissertations for the degree of doctor of philosophy or science, and of a similar complete list of such dissertations to July, 1900. Any communications with reference to the subject may be addressed to Walter M. Smith, Librarian of the University of Wisconsin, Madison, Wis.

The communications that have come and are coming in will be filed and forwarded to the person or committee that takes up the work of the compilation of the proposed list. It is highly probable that in time the Library of Congress will take up the matter of compiling and publishing such a list, and the committee recommend that this arrangement be made, if possible. In any case, the insertion of suggested data in university catalogs will make much easier the compilation of an annual list.

Replies are already coming in from university presidents, and all heard from so far agree to publish desired data in future catalogs.

WALTER M. SMITH,  
BERNARD C. STEINER, } *Committee.*  
C. W. ANDREWS,

There was no discussion on the report of the committee. The meeting adjourned at 12.45.

## CATALOG SECTION.

THE Catalog Section of the American Library Association held a meeting in the New Magnolia Hotel, Magnolia, Mass., on the afternoon of Thursday, June 19. The officers of the section were J. C. M. Hanson, chairman; Miss Mary E. Hawley, secretary. The meeting was called to order at 2.30, when the chairman announced a

## COMMITTEE ON NOMINATIONS,

consisting of T. F. Currier, Miss Edith Clarke, and Miss Maude Henderson.

The CHAIRMAN: It may be well to preface the program with a brief explanation. For previous meetings of this section, no stated program was announced. If this year we have decided to depart slightly from the precedent thus established, there are several reasons for doing so. This conference seemed to offer special opportunities for learning something about the card catalogs which in their respective fields certainly take the lead, — the dictionary card catalog of the Boston Public Library, the alphabetical classed catalog and the author catalog of Harvard College Library. This year we have been especially fortunate in securing Mr. Lane to speak for Harvard College and Mr. Hunt to speak for the Boston Public Library. I will, therefore, ask Mr. Lane to describe for us

## THE CATALOG OF THE HARVARD COLLEGE LIBRARY.

W. C. LANE: I am glad to have an opportunity to talk about the Harvard catalog because that catalog is distinctly different from either of the two great types of catalog which have come into general use, but it is of a kind to give many useful hints to other libraries. I have brought no statistics or history in my head or on paper, so I shall not take up the subject from that side. I will simply say in passing that the library printed three catalogs in the eighteenth century (1723, 1773, and 1790), and that the last one was that issued in 1830. A supplement was printed in 1833, and then material began to collect toward a succession of later supplements; but no further supplement was ever printed. This material was soon turned over into a card catalog, the

present official catalog of the library, which I suppose is one of the oldest — possibly the oldest — strictly card catalog in existence. This has been continued down to the present time with some changes of plan and some changes of detail. The public catalog, however, is the one of which I want to speak and about which I think you will be most interested to hear. This catalog was begun in 1861. It was planned by Mr. Ezra Abbot on what was then a rather new idea, and it was developed with much skill and ingenuity. The two other types of catalog are (1) the dictionary catalog, which adopts what would seem to be the most obvious plan (though it was not the earliest), — the plan of arranging all subjects both great and small in one alphabetical series, and (2) the classed catalog which works on the opposite plan, lays out the field of knowledge into classes, then divides and sub-divides these classes until the smaller topics are reached. The Harvard catalog combines important elements from each of these and profits by the combination. As in the dictionary catalog, the arrangement is alphabetical from beginning to end, but instead of a single all-comprehensive alphabet, we have related topics grouped alphabetically under larger headings, the object being not only to bring side by side topics that are nearly related or that one would be likely to want at the same time, but to bring them also into close relation with more general works that cover the same subject. In fact, the underlying method of the catalog is that of combining similar things in groups rather than that of sub-dividing general subjects into special. A classified catalog is the result, but classification is not pressed any further than usefulness demands. Of the primary heads that make up the main alphabet, some are very extensive, as extensive as some of the main divisions of classified systems, and fill drawer after drawer of the catalog case, — such as History and Geography, Chemistry and Physics, and other sciences; while other headings are of limited scope and cover but a few cards. In a single drawer, for example, are the main headings "Famines," "Fans," "Fats," "Fences," and "Ferries," each one of them with but few

cards under it. These were left as main headings simply because there was no particular advantage in grouping them with others under a more general division. "Fences" might have been put under "Agriculture" or "Architecture" or "Carpentry" or elsewhere, but as nothing would be gained by doing so, the cards are left under "Fences."

The main principle of the catalog being a grouped arrangement, that arrangement was carried out, in the first place, to a very complete degree, but has been modified to some extent from time to time, as certain inconveniences became evident. For example, at first all biographies were brought together under the heading "Biography," under which heading were (1) general or collected biographies, divided by countries or by classes of people, and (2) an alphabetical series of individual biographies. But a few years ago it was decided that a better plan would be to scatter the individual biographies through the author catalog. That has now been done, and the result is that after the titles of books *by* a man follow immediately the titles of books or pamphlets *about* him or relating to him in any way.

This suggests another point which properly should have been mentioned earlier. The catalog is in two alphabets, by authors and by subjects, but that is no necessary characteristic of it; it might be thrown into one alphabet like a dictionary catalog—that is to say, the subject headings might be introduced into the author catalog without in the least changing the principle of the catalog. It seemed more convenient, from the fact that many subjects take up a great many drawers, not to interrupt the alphabetical progress, so to speak, of the author catalog, by introducing great blocks of cards under one heading, and therefore the subjects were made a separate alphabet.

Another example of the grouping tendency was the Greek and Latin authors, which Dr. Abbot brought all together under the two heads "Greek authors" and "Latin authors," in the subject catalog, including under each author's name both texts and commentaries. That appeared to us after a time to be on the whole an inconvenient arrangement, and they have now been scattered through the author catalog, texts and commentaries being of course still kept together. The classics, that is to say, are treated like moderns—perhaps

an indication of a general change of attitude toward classical studies. It is interesting to consider whether further changes of the same kind would not be for the advantage of the catalog, and if one were starting afresh, such questions would certainly require consideration. For example, under the heading "History" all the strictly historical works in regard to various countries and places are brought together in an alphabetical arrangement by places. The same is true of books of travel and description under "Geography." I am inclined to think, however, that it would be an improvement to split up these classes just as "Biography" was split up, and to scatter their contents up and down through the alphabet under the names of the places themselves. Perhaps if we did this, it would be in accordance with the spirit of the catalog to group places locally under common heads, putting, for example, the towns of Massachusetts under "Massachusetts," or even placing Massachusetts and its towns together with other states all under "United States." Then under the name of each place would be found everything of a descriptive or historical nature connected with it which now has to be sought under several different heads, Antiquities, Customs, Geography, History, Politics, Political Economy, Statistics, etc.

We should, however, probably never go so far as the Boston Public Library has done in bringing local material under the place name used as a main heading. Books on the flora, the fauna, or the geology of a place we should continue to enter under Botany, Zoology, or Geology, making subordinate place-divisions under those heads, as is now the custom even in dictionary catalogs, and the same would be true of books on the art or music of a place. But there is abundant room for difference of opinion as to whether books on the agriculture, the commerce, or the manufactures of a particular locality are best included with other descriptive works under the name of the place, or are more useful under the heads Agriculture, Commerce, or Manufactures, side by side with books relating to other places considered from the same point of view.

A change of this kind, however, in the Harvard catalog is not likely to be actually made, though in many respects it would be desirable. The labor involved forbids.

The grouping of minor subjects under general

headings requires more detailed consideration than we have yet given it. The arrangement continues alphabetical, but not necessarily in a single alphabet under any one heading. The character of the sub-heads may be such that it is desirable to group them. For example, under "Botany" some of the sub-divisions would be names of countries or places (for books relating to the flora of a particular place); others would be names of particular plants or families (for systematic works or descriptive monographs), others would relate to physiology, others would be the names of distinguished botanists (for biographies), and so on. That being the case, we do not want to mix up in one alphabet our botanists and our plants and our countries, and they are segregated into as many alphabetical groups as are desired by the use of headings, such as "Biography," "Geography," "Physiology," "Systematic," each of which serves to hold together under it headings of a similar kind.

The same is true of all the larger headings of the catalog. Under "Music" we must provide for (1) biographies of musicians, arranged alphabetically under the sub-head "Biography;" (2) Works on the history of music, grouped together alphabetically by countries under the general sub-division "History;" (3) Topics relating to musical theory, counterpoint, harmony, and the like, grouped together under the sub-head "Theory;" (4) Books on musical instruments — the accordion, the piano, the organ, the flute — grouped in alphabetical order under the head "Instruments;" (5) Books of instruction on various instruments, grouped together under the sub-head "Instruction;" (6) Musical texts, brought together under the headings "Instrumental" and "Vocal" and so on. The same practice applies to all the groups that make up the catalog. It is not worth while to take your time in going over different ones in detail. You see the principle and its application.

There is one essential part of the system which I have not mentioned — the index. For the first twenty or twenty-five years of the catalog's existence, it had no index, or had only imperfect references on the cards. You see, of course, that a complete index of all subordinate headings is absolutely essential to the usefulness of such a catalog. A person unfamiliar with the catalog — and a host of new students

come in upon us every year — does not know under what general head he should look for a subject, and becomes confused. He is bewildered at first by the different alphabets under each head and must learn to find his way. What he needs is a full alphabetical index of all the headings great and small, principal and subordinate. Such a subject index was the result of a good many years' work which necessarily involved the straightening out of many inconsistencies and imperfections in the catalog that had grown up just because there had been no index of this kind to guide cataloger as well as student.

One point in regard to the references in the index I should mention. A system of numbering, not contemplated in the original scheme of the catalog, had been introduced and applied to the subject headings so as to make reference more easy. If under "Organs" in the index it is desired to refer to the place in the subject catalog where titles on the history or construction of organs will be found we might say, Music — *Instruments* — § Organs, but it is simpler and shorter to write 6520.354, 6520 being the serial number assigned to Music, and .354 a decimal number indicating the particular sub-division under Music.

These numbers are inscribed on the outside of the catalog drawers and on the guides inside so that the inquirer is easily and quickly led to the specific heading he wants. With the index the use of the catalog is reasonably simple. I know of no subject-catalog which a novice or a person who is unwilling to take pains can use to advantage. One has to learn to use it like anything else.

The advantages of the Harvard catalog over either of the types in common use are mainly these. In the first place, new subjects as they come up can be inserted easily and naturally without limit. New subjects are coming up constantly, especially in connection with analytical work, such as the cards issued by the Publishing Board. New subjects generally appear first in periodicals, but they very soon turn up as the themes of books and pamphlets and have to be dealt with. In a classified catalog on the Decimal or Expansive system you have to find an appropriate place and introduce a new number, which in many cases will make your new subject appear to be subordinate to something else not particularly appropriate.

You have not an indefinite number of new places of the same rank as the old ones in which to introduce new subjects; you have to introduce them as subordinate to something else already established. But in our catalog it is not so. You introduce as many subjects as you like on the same rank with subjects already represented, because the arrangement is simply alphabetical.

The fact that related subjects are brought together and brought into connection with general works is an advantage which the Harvard catalog shares with other classified catalogs, but which it has over the dictionary catalog.

One other advantage of our catalog is its adaptability to printing. It would be very easy to take any of these larger sections and put them in print whenever we have the means and the time to do so, and I hope that sometime we shall be able to undertake this on a continuous plan. When we do, we need not start at the beginning of the alphabet. If chemistry or physics or fine arts are more important than agriculture, we will start with whatever seems ripest at the time, and the catalog breaks up into groups in such a way that this can conveniently be done.

C. A. CUTTER: May I make a slight correction of one statement? Mr. Lane said that a new subject inserted in an Expansive catalog would have to be inserted in an apparent subordination while it ought not to be subordinated; but in the Expansive notation, subordination is expressed entirely by indentation, and the notation is not intended to express and does not often express any subordination whatever.

J. L. WHITNEY: It was my pleasure to know Mr. Ezra Abbot; that friendship was one of the joys of my life and among my sweetest remembrances. At my first visit to Cambridge I went to the Harvard College Library and opened one of the drawers and began to study it. At that time my thoughts had not been fixed upon library work, but an hour at that catalog settled my purpose. I immediately got a blank book and copied off every heading from that list, taking several days to do it in. This I carried home and reflected upon and afterwards became a librarian.

C. A. NELSON: I have in my possession a copy of the classed catalog of the Cambridge High School, published by Mr. Abbot before

he went to the Harvard College Library as an assistant. I came to Cambridge as a student in the High School in the year 1855. The next year I became librarian of a literary society in Cambridge and made a card catalog there based on Mr. Abbot's high school catalog. When I entered college it was my privilege to be for six years under Mr. Abbot and under Mr. Sibley as a student of catalog work, and I think those years made me a librarian and a cataloger. Whatever good work I have done as a cataloger, if any, has been done because I was under their tuition.

Mr. CUTTER: Since praises of Dr. Ezra Abbot seem to be in order, I want to express the immense obligation I owe to him for introducing me to cataloging and classification and bibliography. I should be nothing in the library world without Dr. Abbot.

E. B. HUNT read a paper on

#### THE CATALOG OF THE BOSTON PUBLIC LIBRARY.

(See p. 25.)

E. H. ANDERSON: I would like to ask Mr. Hunt what is the nature of the references in the general library to the departmental libraries?

Mr. HUNT: There is no need of any references because everything in the special libraries is in the main catalog. We mean to have the Bates Hall catalog contain everything in the building, barring English fiction, which is cataloged by itself on the same floor within a few feet of the main catalog. With regard to the special libraries, I made the catalog of the Brown Music Collection practically alone. It was a work requiring a great deal of time and I went into it not knowing very much, certainly in a theoretical way, about music. So the catalog was distinctly an evolution with me and I did not print anything in the card catalog until the whole collection was practically done. This was adopted to avoid any more false starts than were necessary. That collection is very rich along certain lines; for example, there are four thousand operas in it, and at least ten thousand part songs. I cataloged not only everything which had an imprint, but I analyzed every collection and every collected edition of part songs, or church music, etc., so that the analysis part, if it should ever be printed, I think would be easily the biggest

single index to music for part songs, vocal music, and operas ever prepared. When I started, I thought I could arrange under separate headings such things as part songs and madrigals and glees and catches, etc., but I found that the same composition was called by as many different names as it happened to have editors. So I chose the one general heading, "Part songs," and put everything under that heading relating to more than two voices. Songs for one voice were in one class, duets in another class. In chamber music I made the same sort of a collection and I arranged under "Chamber music" all that music written for a number of instruments.

Mr. GOULD: I would like to ask Mr. Hunt whether he has any subdivision for trios in his music. He speaks of solos and duets and then part music.

Mr. HUNT: Music for trios for strings, or for any other instruments, would be under Chamber music.

Mr. GOULD: You don't put vocal trios with that collection?

Mr. HUNT: No, we put vocal trios in with part songs. I drew the line at three voices, and I had the advice in that matter of a good many good men, — Mr. Philip Hale, Louis Elson, Frederick Field Bullard, and John K. Paine, of Harvard.

Mr. CUTTER: Did they advise you to mix three part songs and four part songs?

Mr. HUNT: Yes, they did. The trouble is, you have very often the same thing arranged for three or four voices, and that was the difficulty in trying to keep them distinct according to the number of parts.

Mr. CUTTER: But I do not see that that has anything to do with it. If people are going to sing a particular piece in four parts, they want four part music; if three people are going to sing a piece in three parts, they want a three part arrangement. It seems to me they should be separate.

Mr. HUNT: Every part song cataloged bears on the title the number of parts and voices; but where you have the same title for a piece which is published, say, for three voices, and the next edition is published for women's voices, and the next is published for a male quartet, it seems to me altogether too finical to make three entries for that particular piece.

The CHAIRMAN: I would like to ask Mr.

Hunt if in his classification part songs are arranged by nationalities.

Mr. HUNT: No, I have not tried to do that. There are so many German part songs and songs in other languages which have been adapted to English words and appear with English words, as well as with the German or the other original language, that I have not tried to divide them according to their nationalities. They are simply arranged under the heading of part songs.

F. B. GAY: Are you likely ever to publish that catalog as a whole?

Mr. HUNT: That was the intention when the catalog was begun, but whether it will be done or not I do not know. Certainly if so I should cut it down very much from the card catalog.

Mr. GAY: If published, would it not make the most useful bibliography of music known?

Mr. HUNT: I do not believe there is another index that could touch it.

Mr. LANE: What Mr. Hunt has said gives us a realizing sense of the enormous extent of the card catalog of a great library and the overwhelming prospect ahead of us, as things go on. The same thing is true of the Harvard Library and of most large libraries. Has any one any suggestion to make as to anything that we can do, any improvement that we can make in the card catalog or over the card catalog, with the view of reducing bulk and adding convenience?

Mr. HUNT: I have heard the proposition — I don't know whether it could ever be worked out or not — that it is possible to photograph the entire catalog on very minute cards and then have these arranged in drawers where they could be examined through magnifying glasses. You could thus reduce the bulk to a tenth of its size.

Mr. LANE: How could the cards be handled?

Mr. HUNT: They would not be too small to be handled. That is a possible solution, but I do not think it is probable in the immediate future.

Mr. FLETCHER: I would like to ask Mr. Hunt if he has ever made any estimate of how long it is likely to be before the whole of Bates Hall is lined with a card catalog.

Mr. HUNT: I cannot see in the nature of things how you are going to have a great library and a great collection of books without a

correspondingly great catalog. It would not alarm me, and I do not think it ought to alarm anybody, if eventually our catalog did line Bates Hall.

The CHAIRMAN: The suggestion made to Mr. Hunt reminds me of a proposition that was made to the Library of Congress, to have the books arranged on the shelves in good order, see that they were properly lettered, and then have a photographer come in and photograph the books just as they stood on the shelves. The result would be a classed catalog, an alphabetic catalog, or anything you like. That was a proposition made in all seriousness.

Mr. HUNT: About fifteen or eighteen years ago a man in Boston offered to re-make our entire catalog,—catalog the whole Bates Hall collection,—and all the time that he wanted to do it in was six months, or even less. That offer was made in sober earnest.

Mr. CUTTER: May I carry the history of the card catalog a little farther back? Mr. Charles Folsom, who left the librarianship of the Boston Athenæum, I think, in 1856, had introduced there a card catalog. Of course that carries it back to about 1850, and I think he had introduced it from the library at Harvard College.

Mr. LANE: Our present official catalog goes back to 1834.

Mr. FLETCHER: When I went to the Boston Athenæum, that catalog was existing in what I suppose was its primeval state. It was in a series of what were apparently volumes, under the counter. If any one wanted to refer to one of those, he pulled out the apparent volume, which proved to be a box. He lifted the lid, which turned on hinges, and then there was before him something like a card catalog drawer. I suppose that was the primeval form of the card catalog of the Boston Athenæum. That carries it back to 1860. In the course of five years it was changed to ordinary drawers. Mr. Lane says that in the Harvard College library it is carried back to 1834, but its previous source, I think, must be lost in the mists of antiquity.

T. SOLBERG: I should like to ask if there is a general impression that the card catalog originated in America, or whether it originated abroad, and when?

Mr. NELSON: In France, at the time of the French Revolution, a law was passed ordering that a card catalog should be made in all the

libraries of France, and the cards to be used were the ordinary playing cards, because the playing card was the only one which could be found uniform throughout the country. They were to use the ace of spades, because that card had the most space upon it. I think that is as early a reference to the card catalog as we can find. The rules laid down were as accurately and as carefully made as any we have now. Of course there were changes in the main entries, but the cards were written so that they would stand on end. Duplicates of those cards were to be kept in the libraries throughout France, and the originals were to be sent to Paris to be kept at the Bibliothèque Nationale, as the complete catalog of all the books in the various libraries of France.

Mr. WHITNEY: Our catalog was perhaps the first printed catalog, but our catalog was borrowed by Mr. Winsor from the University of Leyden. As has been stated here to-day, the titles were printed on sheets and then they were cut out with scissors and pasted on the cards. In that way, of course, we found that the cards would double up, so that three or four would fill up an inch space. We had a roller to roll them out, but that was found to be clumsy and inconvenient, and afterwards we had the titles printed directly on the cards.

#### DISCUSSION ON CAPITALIZATION.

The CHAIRMAN: If there are no further remarks, we shall proceed to one of the topics which has been outlined for discussion. There is a catalog committee, consisting of seven members, who have been working on various questions in cataloging during this conference, and I suppose the greater part of the time has been taken up by the discussion of capitalization. So far we have been unable to reach any definite agreement on some of the points at least, and a discussion at this meeting would perhaps be of considerable assistance in settling these mooted questions. Some of those present may have seen the circulars sent around by this same committee after a meeting at Atlantic City in March of this year, asking for opinions on four or five different points in capitalization. I will take up those points in order.

The first rule suggested is: "If an article is used at the beginning of a title for the sake of clearness, capitalize the first word of the title following the article." I learn that this is to



be recommended in the fourth edition of Mr. Cutter's "Rules." It is therefore proposed to capitalize the word following the article, not only, as I understand it, in titles of periodicals, but in titles of fiction, etc.,—titles of ordinary books. That question is now open for discussion.

Miss KROEGER: For example, the proposition is: in the case of the title "A Woman's Reason," capitalize "a" and "woman." That was the suggested change.

Mr. ANDREWS: Will the chairman please state the present practice in the Library of Congress?

The CHAIRMAN: The Library of Congress rules state that in quoting titles like "*The Nation*," "*The Times*," the word following the article is capitalized, but not the article itself. It is therefore a different case. I may add that the Library of Congress rules call for the capitalization of the article and also of the word following the article in titles of periodicals, newspapers, etc., but not in titles of ordinary books.

Mr. CUTTER: I suppose that every one has noticed that in Lorenz this practice is followed. The French, of course, always retain the article before the first noun of the title, and they always capitalize the first noun of the title. In English we do not do that. It was proposed by Mrs. Fairchild that we should adopt the French custom as an assistance in the arrangement of titles in the card catalog. Take the case of the title "A Woman beyond compare." One is almost obliged to retain the "A" there, as my rule says, "When an article beginning a title is retained for clearness or for euphony, the word following should also have a capital initial."

Mr. FLETCHER: I should like to know if the chairman of the committee is willing that it should be stated what was the result of the discussion of the committee on each of these points.

The CHAIRMAN: I do not recall the vote on this matter, but there is no objection, so far as I am concerned, to the vote of the committee being made public.

Mr. FLETCHER: The report has been placed in my hands as a representative of the Publishing Board. If there is no objection, I would state that the discussion on that point in the committee resulted in a vote of five against and

two in favor of the change. I have already heard some further discussion of the matter, and there was evident feeling that there was something to be said against the use of the second capital. The fact that French practice retains the capital is not a very strong argument, because, if we are going to follow the examples of continental bibliography, we shall find ourselves getting into pretty deep water. The typographical appearance is against such a change, unless we use capitals all through the title. The first word "A," then "Woman" beginning with a "W" and then no more capitals,—such an arrangement is not pleasing to the eye.

Miss KROEGER: It is even less pleasing when you have an adjective than when you have a noun.

A. G. S. JOSEPHSON: We have the same rule as in the Library of Congress. We capitalize the first word in the title of a periodical after the article. Of course, we always retain the initial article. It has been the custom in a good many libraries not to retain the initial article, but I do not think that is a good custom.

Miss KROEGER: I should say in regard to the vote of the committee that the committee decided that, in case of periodicals, the first word after the article should be capitalized, as in the case of "*The Nation*," and "*The Times*." That was the only exception which the committee as a whole decided upon.

Mr. SOLBERG: May not the question be properly asked, why was that distinction made? Why should the title of a periodical be capitalized, the article itself being discarded in some cases, while in the titles of books, the article being also discarded in particular cases, the capitalization of the next word is eliminated? It seems to me that the same reason ought to govern in one case as in the other.

The CHAIRMAN: For one reason it is to assist in the arrangement of the titles in the catalog. Periodicals and newspapers are entered under their titles, but in the case of ordinary books the author's name decides the arrangement. Then, in titles of newspapers and periodicals there seems to be necessity for making the word following the article stand out clearly and distinctly.

Mr. NELSON: I can see why the capital might be retained in the titles of periodicals, because

those are title entries where we want to draw especial attention to the first word in order to get at the name of the periodical. In the other cases there is no necessity for using a capital.

S. H. BERRY: Unless there is some decided reason for the use of the capital following the article we ought not to make the change. It would be difficult to change the quantity of work already done to accord with the proposed rule. If those favoring the retention of the capital in the title can offer some substantial and real reason why it ought to be there, then we might be convinced that the change would be advisable, but it must be a strong reason.

Mr. CUTTER: I thought there had already been given what seemed to me to be a strong reason, namely, that the capitalization of the word after the article assists the arranger or the person who puts the card into the catalog and calls his attention to the word under which it is to be placed, both in the arrangement of titles under the author and in the arrangement of title entries. I can see, however, that there is another reason in the case of periodicals. Periodicals are known by a sort of proper name, and you want to call attention to that. Take, for instance, the title of "*The Times*." If you print the first word with a capital "T" and then use a little "t" for "*times*," it gives an uncomfortable and unaccustomed impression. Does the Library of Congress capitalize the first word after the article in the case of periodicals or the word under which it is entered? For instance, if the title is "*Daily Evening Star*," and there is a "*Daily Morning Star*," or a "*Morning Star*," then you would capitalize "*Star*," would you not?

The CHAIRMAN: For the present such titles would be arranged under "*Daily*" when that word follows the article; but that is a temporary makeshift. We have that rule under consideration. We propose to consider seriously whether it is not possible to place the name of the city where the paper is published before the word "*Daily*," and arrange newspapers under cities in all cases of that kind.

Mr. CUTTER: Is it your idea to put in the name of the city in all cases?

The CHAIRMAN: No, not in all cases. We shall try to draw a line, particularly in the case of foreign newspapers published in the United

States. These would largely be arranged under their distinctive titles, other newspapers having distinctive titles would have also to be arranged under the title.

Mr. FLETCHER: There is one thing that ought to be said regarding Mr. Berry's remarks as to the result of this committee's work. These so-called changes proposed in the rules are simply to bring the rules into conformity with the usual practice, so far as can be judged, of most of our libraries. Now, possibly, Mr. Berry has not been using these capitals in the way in which it is now proposed. His library may be an exception; but the committee have found, after sending their circular to twenty-five separate libraries, that nearly every one of those libraries uses capitals in very nearly the way that is proposed in these so-called changes. Therefore the objection cannot be made to these changes that they will revolutionize the practice already existing. The libraries which favor the use of more capitals — not in all these points, but in general — are such as Columbia University, Pratt Institute, John Crerar, Forbes, St. Louis, Carnegie of Pittsburgh, Peabody Institute, Brooklyn Public, Boston Public, Princeton University, and the New York Public, and these changes are proposed to bring the A. L. A. rules into conformity with what seems to be the practice of the best libraries.

The CHAIRMAN: Would it be possible to have a show of hands on this question? Those in favor of capitalizing in the title of periodicals both the article and the word following the article, please raise their hands.

The vote was in the affirmative.

The CHAIRMAN: In the case of titles not periodicals, those in favor of capitalizing both the article and the word following the article, please raise their hands.

The vote was in the negative.

Mr. GAY: Do we not lose sight in this of the convenience of the public? Is the card catalog made entirely for the librarian? Every advertiser knows that it is important for him to capitalize and underline and italicise or to put up as large as possible the important words that he wishes to call attention to. When an unlearned and would-be reader of your library sees in the card catalog a long title, with the prominent subject buried perhaps in the last line, it is very unhandy for him to read it all

through. Why need we cover it up? Why not bring it out?

Mr. LANE: There is one general consideration which should have weight in these matters. Capitalizing for a card catalog is quite a different thing from capitalizing in a page of reading matter. I think that ought to be borne in mind. In putting the title entry of "*The Monthly Anthology*" along with other titles in a catalog, we can very well neglect the distinction of capitals, while "*The Monthly Anthology*" referred to in a page of print has to be brought out by one or more capitals.

The CHAIRMAN: I shall pass on to the next point. The suggested rule is: "Capitalize also the initials of generic names." I must explain that this refers to geographic names, for instance, where the distinctive name is followed by a generic word. Take "The Rocky Mountains" and the usual examples of rivers, "Yellowstone River," etc. Shall we capitalize the generic word "mountain" or "river," or shall we not capitalize it? The proposition here is to capitalize it.

Mr. FLETCHER: The committee voted unanimously in favor of the change.

Mr. LANE: What is the present practice at the Library of Congress and please state the reason for it?

The CHAIRMAN: I am sorry to say the present practice in our library is to make a distinction. We have capitalized "mountains" in "White Mountains" and we have not capitalized "mountains" in "Rocky Mountains" and we are thoroughly tired of the rule. Questions are constantly occurring: Shall we capitalize the generic word here or shall we not?

Mr. JOSEPHSON: Do we understand that the committee is unanimous in recommending the capitalization of generic names?

Mr. FLETCHER: Yes.

Mr. JOSEPHSON: Then I move that we proceed to the next point.

Mr. FLETCHER: Before that is passed, I think that the officials of the Library of Congress, who are to be governed by these rules when made, are looking to this assembly for an expression of opinion, and I think it is desirable to have this recommendation passed upon.

The CHAIRMAN: All in favor of capitalizing the generic word, please raise their hands.

The vote was unanimous in the affirmative.

The CHAIRMAN: The next rule is, "Capital-

ize even if separated by a preposition titles like 'The Secretary of State.'" The Library School rules, I believe, say, "Do not capitalize the title if separated from the name by a preposition." It is proposed now to capitalize both words. The rule has been to capitalize titles that are immediately prefixed to names, like "Count Waldersee," but not titles separated from the names by a preposition. Now, we propose to capitalize the titles also in the latter case.

G. M. JONES: I think there is quite a distinction between titles such as "Earl of Derby" and "secretary of state," one being more of a personal name than the other. I don't know exactly where we can draw the line so as to make it clear what practice should be followed.

Miss KROEGER: I would suggest that Mrs. Fairchild, if she is present, might have something to say about that.

Mr. FLETCHER: The vote of the committee was nearly unanimous in favor of the change.

Mrs. FAIRCHILD: It is a little point now under discussion, but I am very much interested in the matter that is before this Section this afternoon, because of its relation to other things. It seems to me that the A. L. A. in its usage of capitals is in danger of losing its influence in other very important matters. In other words, we vary from the conventional usage in the matter of capitals. It is quite a striking variation. Educated people in college libraries and in public libraries notice it, and they ask the question, Why this variation? It seems to me that we really lose our influence in our legitimate library work by appearing to be what some people call "cranks" on capitals. Now, is it worth while? Why should we care so much whether the first word after the article is capitalized or not? To me it seems of very little importance, scarcely worth the time to talk about it here; but it seems to me very interesting, that when this committee sent out the proposal of these four or five changes, — which are not extremely radical, not so very different from the present usage, — which were intended to put us a little more in line with the regular usage of the best publishers and the best writers, it seems to me interesting and significant that all of the twenty-five libraries consulted were in favor of making these changes, and of receding from the extreme decapitalization which we have been fol-

lowing. I very much hope that the Publishing Board will support the majority of the committee, and will support the vote of these twenty-five libraries in the adoption of these few changes, — not, as I said at first, because I care about capitals one way or the other, but because it seems to me we are losing our influence in matters which are vital, and which affect the life of the community, by making ourselves conspicuously different from the rest of the world in these small and unimportant points.

The CHAIRMAN: Mr. Dewey was anxious to take part in the discussion, but he was not able to be present. He has, however, sent a communication on capitals, and as I think it has a general bearing on the question it might be read now.

The secretary read Mr. Dewey's communication on

*Changing catalog rules.*

Some librarians seem to feel toward their rules as they do toward their clothes, that they are liable to be commented on unpleasantly unless they have something new each season. Whenever a few come together there is the tendency to propose alterations with the same freedom that they would try experiments in other directions, forgetting that the card catalog is the worst place in the world to make new changes, because new work is inserted at irregular places, destroying consistency and harmony, and reflecting unpleasantly on the ability of those who have done the work. When Panizzi made his rules 50 years ago the field was comparatively new. With a quarter century experience we took up the matter again when the A. L. A. was organized and the ablest librarians and catalogers gave protracted study to agreement on a code. This has been very widely adopted, and we are approximating a general uniform practice. Certain restless spirits will always be clamoring for change, and unless care is exercised will destroy much of the symmetry and consistency of the older work and all hope of uniformity. No librarian with much respect for his catalog will consent to continual changes in his rules, even if he is anxious to keep in harmony with A. L. A. committees, library schools, and the practice of printed cards.

Catalogers now change so often from one piece of work to another that the importance of recognized standard rules for cataloging constantly grows. Our one hope of seeing such rules is to stand firmly by a reasonable ground that no changes are to be made without overwhelming evidence that the change is not only an improvement, but a great enough improve-

ment to justify its cost and the inevitable confusion that must result from it. The best service that those who understand this question can render librarianship is to fight vigorously against the tendency to continual changes and modifications.

I certainly am not by nature over-conservative. I should regret of all things to see the library profession put itself on a plane with some theologians who object to all revision, who refuse to believe that we know more now than we did a generation ago, and who insist that changes must necessarily be harmful. But the American tendency for some new thing, to run after alleged improvements, is peculiarly dangerous in our cataloging work. We may change rules at the loan desk and in the reference department and for almost anything else, but those that affect the card catalog are like changes in the architecture of a great building after it is half done. They may make it more picturesque, but are much more likely to make it ridiculous in the eyes of an expert and are usually very costly. The question whether certain words shall begin with capitals or small letters is but dust in the balance whichever way it is settled, though it is only fair to say that the steady and rapid trend of the English language is to use fewer capitals, that the publishers and printers who have the widest reputation for good taste are leaders in this movement, and that if any change is made it should be to use fewer capitals, or otherwise we are working toward the middle ages instead of looking to the future, and are simply making a change that will inevitably be changed back again a few years later.

Mr. FLETCHER: Mr. Dewey is so persuasive that I think it proper, if anybody can, to show that he is dealing with a complete fallacy. The status of the thing is more like this: we have Cutter's "Rules" for cataloging, which are based on the practice of the libraries of America—as nearly in harmony with that practice as they could be made when those rules were prepared for the successive editions. The "A. L. A. rules" which we are revising, or looking over with the view of revising, at least, are another code of rules which in some of these minor points differ from Mr. Cutter, and we are now trying to adopt a system which shall be acceptable to those who are using either. This is not changing a well established practice. It is only trying to establish the practice a little better by doing away with divergencies—as Mrs. Fairchild has said, divergencies from the generally accepted practice in literary matters. I do not think anything further need be said about Mr. Dewey's argument except

that it is evidently fallacious in its very foundation. I differ slightly from Miss Kroeger's estimate as to the practice of the libraries to which this circular was sent. I do not think their preference is different from their practice. Those libraries have not been affected by the A. L. A. rules, and not very much affected by Cutter's rules except as these have fallen in with their practice. They find Cutter's rules agree with their practice in the main. As a general rule they follow the practice they prefer to follow in those libraries, and they do not accept the ruling of any code of rules as against what they prefer. So I say it is a fallacy to claim that we are proposing to change any established practice.

Mr. JOSEPHSON: We should remember that these rules we are discussing are primarily meant for the printed cards issued by the Library of Congress for itself and for other libraries. It is not meant that libraries should necessarily change their own old cards to conform with these rules if they do not wish to.

Mrs. FAIRCHILD: It is only fair to say that I had no knowledge of this communication of Mr. Dewey's which has just been presented to the Association. Our difference of opinion rests entirely on our conception of what the work of the Library Association is for. If it is our business to try to reform the English language, and if more decapitalization is a reform, then we must agree with Mr. Dewey. But it seems to me that, as librarians, we have other and very much better work to do.

The CHAIRMAN: The question of capitalizing the title when separated from the name by a preposition has not been disposed of. I should like to have a show of hands on that question.

Mr. CUTTER: The rule as I have it in the fourth edition of my Rules is, "Use capitals for titles of honor standing instead of a proper name," as "the Queen of England said or ordered so and so; the Earl of Derby did this or that." But when you say, "John Stanley, earl of Derby," that is a mere explanation, and the word "earl" is not capitalized. It is capitalized only where the title of honor stands in place of a proper name.

Mr. FLETCHER: I would like to ask if the committee understood this matter differently from what Mr. Cutter has stated when they seemed to favor this change.

The CHAIRMAN: No, we did not; we did not consider that titles should be capitalized when following proper names as "John Stanley, earl of Derby." In that case, we all agree not to capitalize it, as Mr. Cutter has said, but when you use the title instead of a name, and when directly prefixed to a name, the majority voted for capitalizing it.

Mr. BISCOE: According to my recollection, the Library School rules give exactly that same interpretation, that the "earl" is not capitalized when it follows a personal name, as "John Stanley, earl of Derby."

The CHAIRMAN: When the title follows the name, as "John Stanley, earl of Derby," the committee agrees not to capitalize the title "earl." But when the title stands in direct address immediately preceding, for instance, "Earl of Derby" or "Bishop of Albany," using that designation instead of the proper name, then the majority of the committee has voted to capitalize the title. All who agree with the committee on that point please raise their hands.

The vote was in the affirmative.

The CHAIRMAN: The next point is with regard to the names of government and state departments and the names of societies and other bodies. The practice has been to capitalize according to the Library School rules, to capitalize in the case of names of societies and institutions the first word, but not the other chief words in the name. That is to say, in the title, "American association for the advancement of science," you would of course capitalize "American," but you would not capitalize "association," "advancement," or "science." On the other hand, Mr. Cutter's Rules propose to capitalize in such cases all the chief words.

Mr. NELSON: The argument Mrs. Fairchild has used certainly applies here with great force. You speak of "Harvard University" and you spell "Harvard" with a capital "H" and "university" with a small "u," and that is an insult to the institution. If you adopt that on the ground that "university" is a general term and "Harvard" is the university you are speaking of, and because university is a common word you can capitalize "Harvard" and let "university" stand small, you might just as well use a capital "J" in "John Smith" and let the "s" stand small, because there are

more Smiths than there are universities. I contend that the name "university" is just as much entitled to be capitalized as the name of the university, and every organization which has its own corporate name should be capitalized in every one of the words, I don't care if it is five lines long.

Mr. ANDREWS: We tried our best to follow the Library School rules on this matter, but we could not stand it and we gave it up. I want to express my emphatic agreement with what Mr. Nelson has said. I believe "Harvard University" is a proper name and should be properly treated. Mr. Currier, what is your practice at Harvard?

Mr. CURRIER: We do not capitalize any part of a proper name except where we absolutely have to. For instance, in the case of the title, "Proceedings of the Folk Lore Society," we use a small "f" and a small "s." In the case of "Harvard University" we are very disrespectful to our own institution, as we use a small "u." It is true, as Mr. Nelson says, that for ordinary editing rules in a book, we must be respectful; but when it comes to card cataloging titles, that is a different thing. If we can reduce the number of capitals without injuring people's sensibilities, well and good, provided we can get a rule for doing it that catalogers can easily follow. The trouble with these Library School rules seems to have been that it is almost impossible to follow them easily and decide just what points agree with the rules and what do not. I advocate in some cases, like generic names, the capitalizing of both the generic and the specific name, and that might apply to institutions, except that I think it is easier to make a rule for institutions that the first word of the full name only is to be capitalized. That is an easy rule to follow, and in that way we can reduce the number of capitals. In the case of a generic name, it is often impossible to decide just when the generic part of the name is properly a part of the name, so as to distinguish where to capitalize both and where not to do so. That is why, in the case of geographical names, we have to make the simple rule to capitalize both the specific and the generic name.

Mr. ANDREWS: We should have rules which can be easily followed. I should rather adopt the rule as Mr. Cutter proposes, to capitalize all the chief words in the title. For example,

in the case of "Massachusetts Institute of Technology," where the students use the initials "M. I. T." to designate the institution, the use of small letters would fail to bring out these distinctive initials.

Mr. NELSON: I may add that this matter has caused more expense, when it has come to the printing of catalogs, than the original writing of the cards, because we have had to put on the capitals. If the cards had been written with capitals in the first place, we should not have had to waste time and money in correcting them.

Mr. SOLBERG: I am very strongly in favor of the discarding of capitals, and it is as an advocate of that view that I rise. Mrs. Fairchild has presented the view of a great many people on the non-usage of capitals by the A. L. A., and probably that objection is based very largely on just such examples as the writing of "Harvard University" with a small "u" and "British Museum" with a small "m." It would seem to be good sense on the part of those who dispense with useless capitals—and I think it is much more important than it seems, although it is not so important as other rules in libraries—that there be a yielding on these points and that some flexibility be used, so that the essential rule of the general discarding of capitals may be maintained.

Mr. FLETCHER: One practical point has not been mentioned. It really is not easy, in the case of such a title as "Proceedings of the Folk Lore Society," when that title is spelled with a small "f" and a small "s," to perceive that the society's proper name has been given. There may be a good many societies called folk lore societies. You may have the title, "Journal of the Geological Society of Essex County." Now, when "geological" is spelled with a small "g" and "society" with a small "s" a person reading that title would not know the official name of the organization; the society might be called "The Society of Essex County Geologists." When we are setting down the name of a society, especially one that contains several common nouns or adjectives derived from common nouns, if we do not capitalize those we do not indicate clearly its name.

Mr. CURRIER: I want to be sure that I was understood in regard to the instance of the "Folk Lore Society." I should not advise our

own custom to be adopted. It is something we shall change just as soon as we can get a good rule to go by. I think it is absurd to see "Folk Lore Society" written with a small "f" and a small "s."

The CHAIRMAN: The Library School rules say, in the case instanced by Mr. Fletcher, "Capitalize 'geological' and write lower case for 'society.'"

Mr. CUTTER: Let me present one other point of view, that of the rule-maker, who desires to make a simple rule not requiring explanation or exceptions, but carrying one principle through several different applications. Such a rule is also convenient for the student of the rules and for the public. Let me read from the fourth edition of my Rules a half page which applies to this matter. Use capitals:

2. for all proper names (each separate word not an article or preposition)
  - a. of persons and places.  
*E.g.* John Smith, Cape May, Charles River, the Bight of Benin. This will include North, South, etc., when indicating a section, but not when meaning the compass points.
  - b. of bodies.  
*E.g.* Society for Promoting the Diffusion of Useful Knowledge, Third Congregational Church. Also the abbreviation of such names used when the full name has already been mentioned or is well known, as the Bureau, the College, the Synod.
  - c. of noted events and periods.  
*E.g.* Boston Massacre, French Revolution, Gunpowder Plot, Middle Ages.
  - d. of months, days, holidays, and holy periods and ceremonies.  
*E.g.* February, Friday, Fourth of July (in titles better written 4th of July), Advent, Halloween, Holy Week, Lent, Lord's Supper, Thanksgiving.

There are four cases of actual proper names which we treat exactly alike. It is a very simple thing to follow those rules in preparing your catalog; doing otherwise introduces confusion. If you were to write my name, for instance, "Charles ammi cutter," then you might go on and write "Folk lore society;" but not otherwise, if you are to be consistent.

L. P. LANE: It seems to me that a few words ought to be said for the progressive wing of the catalog world. It is evident that catalogers are groping slowly toward the light; but I do not think the progressive wing has

been represented here except by Mrs. Fairchild and Mr. Andrews. I wish in particular to controvert Mr. Dewey's thesis that the construction of a card catalog by a system of rules is analogous to the erection of a building under the specifications and plans of an architect. The only condition under which that can be true is when the catalog has become popularized. A much more sound analogy is that the catalog is analogous in its growth to a set of political institutions, where there are frequent changes. We have in the Boston Public Library cards 30 years old which are quite different from those inserted to-day. I have been a cataloger for about two years and I think our rules in regard to capitals have been changed about every six months. Yet these changes, I must call to your attention, have not been vacillating; they have been steady in their aim, and I think the time is coming when we shall capitalize very much as people in general who have had good literary training do. For example, in that specific instance "John Stanley, earl of Derby," we would capitalize "earl" and "Derby."

W. H. TILLINGHAST: The Harvard College rules seem to be a little unpopular. They are based, however, it seems to me, on an entirely reasonable practice. They may be a little extreme in some details, but the theory that work for a library catalog is a different kind of work from work for ordinary composition seems to me thoroughly sound, and the fact that a large number of capitals do interfere with the easy following of a title, whether printed or written on a catalog card or on a printed page of a catalog, seems to me clear. That being so I see no reason why librarians are not entitled to act on that principle and exclude capitals as far as they may. I am quite unable to sympathize with those who see any derogation to a particular society by the omission of some of the capitals to which it may deem itself entitled. I fail to see that the "Society for the Prevention of Cruelty to Animals" is treated in an indecorous way by capitalizing simply the first word of the title, and I do not see that it gains anything by capitalizing the rest of the title, while I think that by capitalizing the rest of the title you do interfere with the ready reading of the title in which it occurs. Our rules may go rather too far in the omission of capi-

als, and I think it would be desirable to capitalize the first word of the title of a society.

The CHAIRMAN: Will those who are in favor of capitalizing all the chief words in the names of societies and institutions, government departments and bodies, please rise?

62 rose.

The CHAIRMAN: Those in favor of capitalizing only the first word, please rise.

41 rose.

Mr. ANDREWS: What was the opinion of the committee on that point?

Mr. FLETCHER: The vote in the committee was a small majority in favor of the practice as it stands in the Library School rules.

The CHAIRMAN: The next question is: "Capitalize the names of historical events and epochs."

Mr. FLETCHER: The vote on that in the committee was five to two against using capitals for historical events and epochs unless in the case of proper nouns and adjectives.

Mr. MARTEL: It seems to me that a number of specific exceptions to that rule might be promulgated from time to time. We might start with "Reformation," "Renaissance," "Revolution," meaning the French Revolution, and such others as might be proposed.

The CHAIRMAN: May I say that in the committee the vote was influenced by this consideration, that it had been found to be exceedingly difficult to always decide what is an historical event. It was the tendency here to make a rule that could be more easily followed.

Mr. FLETCHER: It seems as though there could not be a better rule—if there is to be a rule made along the line of Cutter's rules—than that those words which are admitted to be proper names should be capitalized. That is to say, capitalize the principal words if proper names, as in "St. Bartholomew's Day." The word "day" there is a proper name, because it refers to some thing that is not a day at all. People in speaking about St. Bartholomew's Day are apt to mean the massacre itself. There are other striking examples that might be mentioned in which a word is used differently from its ordinary meaning.

The CHAIRMAN: All those in favor of capitalizing all the words in names of noted historical events and epochs please rise.

62 rose.

All those opposed to capitalizing the chief words in such cases, please rise.

3 rose.

The CHAIRMAN: There is another point which some of the librarians are anxious to have discussed. Mr. Andrews has mentioned to me the case of common nouns in German.

Mr. ANDREWS: I wish to speak on this point, as it is perhaps the one as to which the people who use our library have the greatest interest. I make no pretence of coming here as a cataloger, but simply as a man who uses the catalog from the point of view of the student, and it is from that point of view, which was indicated by Mrs. Fairchild's argument—with which I heartily concur—that I want to speak. The Library of Congress at present prints its German titles with the noun in lower case. I cannot accept that as being in accordance with the practice of the best publishers of Germany. I would like to obtain an opinion on this question from the catalogers and representatives of those libraries which have any large percentage of German literature. I have purposely limited the question because it seems to me that a library which contains 30 per cent. of its books in German is in a somewhat different position from a library which has only one or two per cent., as I suppose the majority of American libraries have. I believe that the authorities of the Library of Congress hold that it is becoming less the custom in Germany to capitalize common nouns, but I have myself seen no evidence in support of that view. The German books which I read now show as small a percentage of this alleged change of custom—in fact, I might say almost as absolutely nonexistent a percentage—as they did twenty years ago when I first began to read scientific German. It is on those arguments—that it is contrary to the best practice of German writers, and that it does therefore offend those who are accustomed to reading German in the same way that the decapitalization of titles or proper names offends the majority of us—that I make the request that those catalogers who deal with German literature would express their preferences on this point.

Mr. CURRIER: That is a good point. Having myself been brought up in America, I am



so accustomed to using small letters for the initial letters of German nouns that it has become almost a second nature. But I can see that what Mr. Andrews says has great weight. I know how it offends me in foreign titles to see what I consider a proper name or proper adjective printed with a lower case initial. I know the same thing must hold true of the German who consults our catalog, and while at present I am in favor of using lower case as much as possible, I am willing to be persuaded to use capitals in cases of that kind. The only trouble is, that there is a difference in other languages. It might be a little difficult to tell sometimes in the case of different languages just what would be the proper rule for the use of capitals.

Mr. MARTEL: While I am personally in favor of capitalizing nouns in German, I think that the use of German nouns beginning with small letters is increasing and is not quite as uncommon as Mr. Andrews seems to think. I think that the percentage of this growth may be said to be nearly equal to the growth of the use of Roman characters for writing German. I know that there is considerable correspondence by Germans in which small letters are used for nouns, and the tendency probably is that way. It is not uncommon to find scientific literature especially printed in Roman characters, and with small letters at the beginning of nouns, and if this practice is kept up in the printed cards, I think it will be in line with the tendency. The same may be true of the Scandinavian languages also.

The CHAIRMAN: The Scandinavians do not capitalize the common nouns any longer, nor do we in cataloging books in those languages.

Mr. JOSEPHSON: There was a tendency beginning in the '80's to discourage the use of capitals for German nouns. At the same time there began a tendency to use Roman letters instead of German letters. The latter tendency has grown, the former has ceased. You can occasionally find a German author who does not use capitals for nouns, but all the best standard authors and all the best standard publishers and printers use them. This question can be regarded only as a part of the general question how to treat foreign languages. In my own opinion we should treat them according to the best usage of the language itself.

A. KROGH: I should like to ask whether we should capitalize nouns in copying lower-case titles? The German section at Yale has some seven thousand volumes, and I should say that there were five hundred printed with the nouns beginning with small letters,—even the paragraphs beginning that way. What should we do in such a case?

Mr. ANDREWS: I should follow the title-page. If they used lower case on the title-page, I would do the same; if they used capitals, I would use capitals. I would adopt Mr. Josephson's suggestions in regard to foreign titles—to follow the best custom of the country, where the author had not himself deliberately set out to express an opinion in his title.

The CHAIRMAN: I observe that Mr. Dewey is here. We have had a written communication from him, but now that he is present, he may wish to add something to it.

Mr. DEWEY: I should like to make plain my attitude. Since we started the *Library Journal* in 1876 I have studied the trend of this matter, and my observation is that the people who are troubled most about sparing use of capitals are those who work not on scholarly knowledge of the subject, but on the ordinary prejudices of the educated eye. Unless one has studied the matter with care, he has the same prejudice against the dropping of capitals that he had against dropping the "ue" from "catalog" some years ago. Originally all letters were capitals; then after the legible small letters were invented every word began with a capital; then every prominent word or every noun began with a capital. Steadily we have been getting rid of our double alphabet in the same way that the German is getting rid of its Gothic letters and substituting the simpler Roman forms. The whole tendency of the world is to produce any given result in the simplest, quickest, and cheapest way. Of course, it is an absurdity to have two alphabets instead of one. It is a condition of things which has grown out of the old hieroglyphics. If you follow this tendency as shown during the last twenty-five years, and take the authorities on this subject, you will find a steady lessening of the number of capitals used. If you send your printing to a cheap country office, where some green boy has grown up to be foreman, you will find it peppered full of

capitals. But if you send the same work to De Vinne or to some other press, famous for the beauty of its typographic work, you will see the capitals rapidly disappearing. I have noted that those who declaim most loudly about this matter of decapitalization are the people who have never really studied it and have no claim to be considered authorities. They do not like "the look" of it, that is all. They have been used to seeing a certain style of capitalization and so they declaim against any improvement without studying its merits. There is nothing so hard to change as rules for a card catalog, because it is like an uncompleted book. If you are printing a book and a change of style is suggested in the middle, common sense tells you to wait until you have completed that volume. It makes little difference whether you use capitals or small letters, but any change in the middle is offensive and disastrous. Capitalization is a little detail, compared with our great work of librarianship, but yet it is a serious thing to change. It is not the most important thing in the world, but it is annoying to have that confusion. It is not worth while to change unless we are sure we are making an improvement.

Some one has said that the work of the A. L. A. is not to reform the English language. I agree to that; but let us not put ourselves in the attitude of antagonizing a natural and helpful growth in the right direction. That growth is steadily towards the use of fewer capitals. When we discussed this twenty-five years ago in 1877 in New York, we had full consideration and agreed on a plan of restricting capitals which has been widely adopted. A good many people do not use it,

but it is the one which has been used more largely than any other code. Now, we ought to think twice before we change that code. Those of you who have looked at De Vinne's new books published this summer will find that he has taken clear strong ground, and in letters which he has written to me recently he says he wants to go still farther. He is easily the first authority on printing in this country, and for us to ignore the judgment of the closest students of these things and of the presses that do the best work, and at the same time to go back on our old practice seems to me discreditable. If you don't know whether to put in a capital or not, leave it out; if you are in doubt whether to put a silent letter at the end of a word, leave it out. It is a good rule always to do a thing in the cheapest and shortest way.

L. P. LANE: I think the whole problem will be solved when all books are printed in Volapuk. If the time is coming when all German books will be printed with the nouns beginning with small letters, then the most economical way would be to print them that way at the present time.

The CHAIRMAN: All those who are in favor of capitalizing the common nouns in German, please rise.

The vote was in the affirmative.

The report of the

#### COMMITTEE ON NOMINATIONS

was presented, submitting the names of Charles H. Gould, for chairman; and Miss Sula Wagner, for secretary for the ensuing year. The report was accepted, and the persons named elected.

The session then adjourned.

## TRUSTEES' SECTION.

THE Trustees' Section of the American Library Association held a meeting in Library Hall, Magnolia, Mass., on the afternoon of Thursday, June 19. Deloraine P. Corey, chairman of the Section, presided, with Thomas L. Montgomery as secretary. The meeting was called to order at 2.45 by the chairman, who said:—

LADIES AND GENTLEMEN OF THE TRUSTEES' SECTION, AND MEMBERS OF THE ASSOCIATION.—I am more than pleased at the appearance of so many new faces here, which I think shows that we have a number of trustees with us. I have to say to them that they are more than welcome, and we trust they will make themselves heard and felt here. If there is anything that they wish to speak upon we would like to hear from them. This is a Trustees' Section, and we wish the trustees to speak their minds—and the librarians also. If the librarians do not like what the trustees say, they are free to reply.

It is not my intention to take up your time by any extended remarks, but to speak briefly and broadly of that which appears to claim our first and most careful attention—the relation of the trustee and the librarian, each having his proper and clearly defined field of activity, and each dependent upon the other for intelligent co-operation and support. There are matters which concern both the trustee and the librarian. There are questions which directly affect the trustee, and others which more especially touch the librarian, in which, however, each may have a sympathetic and helpful interest.

There are questions which concern us as trustees which may be considered in future sessions, but this rightfully takes precedence of all. Others are such as are modified by conditions of place and circumstances—this is one of universal application; for that which is helpful or that which is unjust in the relation of the trustee and the librarian in the large library is helpful or burdensome or unjust in the small one. While the trustee has his burden to bear—and it is not always a light one—he may with propriety remember that a burden is laid upon the librarian which he may

lighten and in the effort find his own burden lightened by the sympathy and aid of the other.

An experience of a quarter of a century must have taught me something; and it has confirmed me in the belief that this is the most important subject that can come before this Section; for upon the harmony or the discord of the trustee and the librarian largely rests the success or the failure of the library. This leads me to say that I class as a discord that indifferent or perfunctory spirit which pervades too many library boards, an indifference which mainly springs from the indifferent material of which some boards are composed. This is, perhaps, not a pleasant part of our subject, but as a trustee I can allude to it. It is on the dark side, and it is the dark side which we wish to eliminate.

This subject has so many aspects, and it is so varied in its applications, that the discussions of one session cannot exhaust it. We need the views of the many, both of trustees and librarians, that out of the many we may form a composite that will present a likeness of the real body as it exists, and that we may form another of the ideal body that might be and should be. We may not be able to raise ourselves to the level of the ideal—we can raise ourselves above the plane upon which too many library boards are placed.

There are conditions that are common to all libraries; and there are conditions which are exceptional or are confined to a class and are not common to all. So our discussion, to be complete, should be from many standpoints, embracing all the extremes as well as the means of library conditions.

There has been a spirit in some of the meetings of this Association in past years which I hope will not find a place here. I refer to a state of gentle acquiescence which precludes the best results. While such a condition may not always prevent a session from being in a degree interesting and instructive, a little opposition—a little exchange of variant thoughts—may come like the breath of one of our New England east winds at the close of a sultry summer day. Perhaps there may be a feeling of delicacy

in the mind of the trustee as he reviews the methods of the librarian. Perhaps the librarian may hesitate to speak of the shortcomings of the trustee. Let us be frank in our interchange of thought and experience as members of one family, that we may strengthen ourselves in the courses which are right, that we may correct those things that are wrong or that are not expedient.

There is so much that forces itself upon my mind in relation to trustees — their uses and abuses — that there is a temptation to enter into details to an undue occupation of your time. If the few words which I have spoken in a desultory way, and those things which may be said by other and more able speakers, should be found to be suggestive, may I not ask you to consider with carefulness the obligations of the trustee, and ask of yourselves, with that earnestness which should characterize personal examination, if those obligations are met by you?

The chairman appointed a

#### COMMITTEE ON NOMINATIONS

as follows:

Charles C. Soule, Dr. H. M. Leipziger, W. R. Eastman.

In the absence of Dr. JAMES H. CANFIELD, Mr. QUIMBY read the former's paper on

#### THE RELATION OF THE TRUSTEE TO THE PUBLIC LIBRARY.

The parallel between the public school and the library is never more complete than in the matter of trustee and trusteeship — I fear that it is complete on both sides, for good and for evil. The same general qualities are desirable, and are necessary for a successful issue; and alas! are so often lacking. Mr. Beecher once said that the strongest proof of the divine character of Christianity was to be found in the fact that it had survived in spite of its preachers and preaching. Some of us have often felt that the dire necessity for public schools is clearly manifest in the survival of the system in the face of its teachers and teaching. And it may be that the public library is to prove its right to be by outliving and by living down its management and its general administration. Yet all this means, after all, in each case, that the purposes of public administrators are generally right and righteous; and that humanity neces-

sarily reaches any fixed goal by tacking back and forth, sometimes apparently wide of the route; and not by a more direct path.

In library matters as in the church and in education I hold it to be of the very first importance that a trustee shall understand that the proper discharge of his duties will demand preparation and action, time and thought; and that he will distinctly prepare for this sacrifice. It is probably true that if men gave no more or no better attention to their private affairs than to the interests which they have promised to guard in their capacity as trustees, or managers, or directors they would be bankrupt in ninety days; or if not in ninety days, as soon as the natural progress of a neglected business will carry them to bankruptcy. A trustee of a public library should note carefully the dates of the various official meetings, and far in advance of other demands should clear his engagement book for these. He should find time for an occasional visit to the library, perhaps an informal rather than an official visit, in order that he may note carefully the general progress made in administration by the librarian and the staff, as well as the uses made of the library by the public which the trustee is undertaking to serve. At the very beginning of his term he should say to himself at least, either "This one thing I do," or "This is one of the things which I propose to do, and do well." Only when he gives himself thus systematically to the discharge of his duties can he be accounted a faithful servant. To allow every chance attraction to take him from trustee meetings, to be irregular and desultory in all his ways, to lack the continuity of interest and of effort which is so necessary to success in any undertaking, — all this is not only to fall short of his duties, but is to place himself in the position of an obstructionist. For it must be true that every man who does not lift at the load in these days adds his own weight to the load and makes the lifting of others more arduous. A trustee should take a certain pride in his work, should undertake to establish a definite reputation in his work, should feel that there is an opportunity and a rather unusual opportunity for public service, and should sincerely believe that if his duty is well done his fellow citizens will keep his memory green.

The trustee ought to have a very clear conviction of the importance of the work which he

has in hand, of the real *end in view* in connection with all library effort. He should understand that the library is to be a definite force for good in the community, that it is to furnish inspiration rather than amusement and recreation, that it is a necessary adjunct of any high form of civilization. He will not come into this knowledge all at once, he will grow with the growth of the library. This knowledge and this thought of the power and place and value of the library will constantly expand as the days of his service increase in number. He will find himself studying the field, and endeavoring to determine the characteristics of the city or town, assuring himself of the lines of greatest demand as well as the lines of least resistance. He will find in his community different classes of people with different interests, whose welfare must be promoted by different methods. He will give himself to a more or less careful study of the needs of the different departments of industry; he will inquire carefully as to what reading matter will most surely interest and stimulate his fellow-townsmen in their various walks of life; he will begin to understand what it means to furnish a library to those who have none of their own, and who can have none of their own, as well as to supplement the collections of those more fortunate. He will never for a moment question the desirability and the necessity of a well equipped and well administered library, maintained at public expense, as a most sure and swift and effective agent in public welfare. His convictions will be formulated in his daily contact with his fellow-citizens. He will be able to give a reason for the faith that is in him, and therefore and thereby will be worth ten men who cannot do this. Objectors to public taxation for this purpose will cross the street rather than meet him, because they dread the keenness of his blade; he will be the champion of the library in the strict sense of the word, and he will fight his fight to a finish, and will win because he feels and *knows* that his cause is just.

The wise and successful and efficient trustee will also have or secure an intelligent appreciation of the *means* by which these much desired ends are to be reached. This knowledge of the end in view and this sincere conviction of the desirability of reaching this end, and this intelligent appreciation of means, necessarily go hand in hand — each ministering to the other, and

each quickening the other. As before, he will not come into this intelligent appreciation all at once. He will secure this by careful study of methods, by a willingness to learn rather than by a spirit of captious criticism. He will become a reader of library journals, and of library news in whatever form it may be found. He will give some of his time and some of his money to attendance upon conventions; precisely as he will do if he is a banker or a manufacturer. He will begin to feel that he is of a class, and of a class concerning which he desires to know more than at present. His recognition of a community of interest will be a great incentive in this study of ways and means; and in this also he will put himself in close touch with his librarian.

With all this the trustee will be careful *not to think himself an expert*; because after all he will simply secure that general information along general lines which belongs with the larger phases of administration rather than with the details. Recognizing this, he will turn willingly and constantly to the experts of repute in his particular field. If I desire to know anything of theology I go to the theologian for my information and not to a soapmaker. On the contrary, if I wish to secure a reasonable mastery of the process of soapmaking I am not apt to go to the theologian. The development of the specialist, the place of value of the expert, are clearly recognized to-day in all callings. The wise trustee, therefore, will undertake to see that an expert in the best sense of the word is put in charge of the library; and having accomplished this, the trustee will await results. He will advise, but he will not dictate; he will suggest, but he will not demand; he will co-operate at all times, and never simply criticize. His own efforts will constantly strengthen his librarian and his librarian's staff in all their work. He will be the granite wall between the librarian and hasty and unjust criticism in the community at large. His knowledge of the work of the library will be such as to commend his position and his opinion to his fellow-citizens and win for him their confidence; and through him this confidence and this support will pass directly and helpfully and in a stimulating way to the librarian and those working with him. The wise trustee will be strong enough and brave enough to say that a good man shall hold his place, and he will be strong

and brave enough to say that a poor man shall not hold his place. It often takes more courage to dismiss an incompetent servant than to perform almost any other administrative duty. The wise trustee, however, will be the trustee who works efficiently although with large leisure, who is never hurried off his feet, and who never loses his head because of the haste of others. He will stand firm-grounded in what he knows that he knows, but he will never for an instant imagine that he knows it all.

These, then, are some of the characteristics of the efficient trustee, and these all too briefly are the relations which he will sustain to his library. In the church and in the state, in the school and in the library, in this wise and complete union of all educational forces, we are marshalling the armies of intelligence against the forces of ignorance, we are seeking to put rational faith in place of sheer credulity, the temper which says, "I believe and I will it" in place of "I don't know and I can't;" we are putting strength against weakness and courage against fear, and hope against despair, and light against darkness. It is time for individualism, it is true, for the largest possible development of all individual capacity and power; but for individualism of that high type and order which knows that its most efficient manifestation is to be found in organization of high type and order. The last hour has already struck for the man whose individualism consists simply of self-assertion only equalled by his ignorance of the benefits of co-operation, or his unwillingness to stand by his fellow-men; who still fancies that guerilla warfare is as effective as the well-ordered movements of battalions and brigades. The signal has been given for every man to take his place, and the true place of every man is in close and sympathetic touch with his fellow-men. In this great conflict the trustees of the public libraries rank as quarter-masters; they are to see that supplies and ordnance are not wanting, that the men who are on the firing lines are cheered and sustained and stimulated, that the best care is continually given to those who should be free to wage the battle without one backward look. It is said that McKinley won his first fame by seeing that every man in his regiment had a cup of hot coffee on the eve of battle. The men who are the advance guard of civilization, preachers, teachers, and librarians, need back

of them just this sort of competent service and sympathetic and efficient attention.

Men are never quite equal to our ideals; but it is well to hold the ideal up to the fore, and not to lower the standards. Then and only then may we hope to see the day, already dawning, in which to the list of those who serve their fellow-men and who become worthy of the title of public benefactors, will be added the trustee of the public library.

The CHAIRMAN: Dr. Canfield's paper is before you for remarks or discussion.

Mr. QUIMBY: It may not be amiss to emphasize that point about the individuality of the trustee. All through that paper the trustee is taken as an individual, but in fact he is only one of a group of four or five or perhaps more. It is well for the trustee to know that he is one of a number—that he is working side by side with others. The great executive power of men who have been leaders has lain in their ability to select the right agent and instrument to do their work, and the successful trustee is very dependent upon the power to pick out the right librarian. But when he has done that, that librarian is the one who is to be trusted to carry out the work.

Sometimes the inquiry comes up, Who is to choose the books? and in deciding such points we have to come down to certain principles. The community owns a library, and the trustees work for the community, not for themselves; but they are to consult the general good and the highest and best public spirit. And then, after that, the librarian is responsible to the trustees. The librarian may select the books, but the trustee must revise the selection.

A DELEGATE: In an experience of many years I have found one fault, or rather one defect, in the average board of trustees. This is a defect which is not due to the individual members of the trustees nor to the character of the board, but to the organization of the board. And this particular board to which I refer is not the class of boards which are elected for limited periods, but the trustees in incorporated libraries, which have resulted in the beginning from some gift to a town. Such boards have been frequently modified in after years, having their terms renewed. I find a defect in such boards in the long tenure of office, resulting in the retention of men who have reached such

an age that it prevents them from performing the duties which they are required to perform, so that in some cases it is difficult to obtain a quorum through actual inability to be present. A remedy for this might be found, as has been suggested, in a voluntary change in the method of the tenure of office by the board itself, and this plan has been suggested: that the board of trustees, having been duly incorporated in the first instance, should make a regulation that every five years one-third of its membership should withdraw, and not be eligible until another five years had elapsed; that would make five years for the first, ten for the second, and fifteen for the third, and that would prevent — however this board might be selected, whether by the votes of the board itself or outside election — the retention in office of men to whom such service had become a burden.

Speaking now very briefly from the standpoint of the librarian, it seems to me the first duty is to study the relations which should exist between the librarian and the board of trustees. In other words, the librarian should try to learn his own duties as distinguished from the duties of the board, so that he will not trespass on the one hand, and on the other hand that he will not expect from the trustees the performance of duties which belong to himself.

I find in many towns that the trustees have fallen into the habit of performing trivial duties; and we, as librarians, ought to remember that the trustees have no salaries, that we are paid, and that the arduous duties of detail are our function. To illustrate, I know one town where the board of trustees are required to pass upon each card that is given out, and not only that, but to fill out those cards and send them back to the library; a system of red tape annoying to the trustees. This is not an important instance, but simply an illustration of a burden which ought not to be thrown upon the board of trustees.

On the other hand, there are librarians who presume upon the functions of the board of trustees and who gradually appropriate to themselves the functions to which they have no legal right, and for which they cannot be held responsible. The result of that is, that if the librarian takes some action and makes a mistake, although it may be passively allowed by the board of trustees, the responsibility falls

upon the board, and they are annoyed and perhaps incensed that the librarian should have taken such a liberty. So it seems to me that the first person plural "we" is the key-note to the position of the librarian. He should understand clearly what matters lie outside of his position, and he should have a clear understanding of those things which lie within his duty. He should always be willing and quick to give credit for those duties which lie outside of himself.

Another thing that is wise for a librarian to do is to realize that unless he puts forth some initiative he ought not to expect every one to take an interest in his library. Therefore it is best to interest one trustee after another in some special work connected with the library. Trustees are divided into committees, and if a trustee when entrusted with certain matters will consult the men on that committee, will go to the library and look into the problem himself, he will not only be better able to secure the co-operation of his committee, but he will greatly increase his usefulness and his interest in the library's work.

Rev. J. P. BODFISH: I have been a trustee of a public library for a good many years and have served on a good many boards, and it occurs to me that there is one fact in regard to the relation of the trustees to the librarians which has not been alluded to this afternoon.

By the laws of Massachusetts, that Act of the Legislature Incorporating the body called the Trustees of Public Libraries has placed all libraries and library property in their hands absolutely. They hold the keys to the buildings; it is all subject to their absolute control; they hold all the moneys that are given by bequests or taxation, and they have the sole power to spend those moneys as they think best for the furtherance of the interests of the library and the community. Therefore they have an obligation conferred upon them, by the statutes of the state, that they cannot throw off, and therefore they are really the responsible persons connected with the library, because in one sense they are holding it in trust for the public. They have the selection of the librarian, they fix his salary, and they in many places state what his duty shall be, and they pay the employees of the library.

Now, my experience shows me that they are only too glad to have this ideal librarian that

has been spoken of here, but where can they find him? You have to search north, east, south, and west for a man to whom you can entrust a great library, and what are you to do for the smaller libraries, that cannot secure the services of such a person?

**NORMAN S. PATTON:** Being neither a librarian nor a trustee, perhaps my remarks will be unbiased. In some matters purely pertaining to library buildings, I have noticed it as quite characteristic that many libraries almost entirely indicate the trustee; the librarian seems to be quite overlooked. I have tried to account for this and it seems to me that a man who has a place of responsibility feels that he cannot delegate this responsibility to somebody else. I have heard men say, "I am not familiar with this subject," then they will turn around and refuse to be led by the advice of some one who is an expert on the subject. In discussing library buildings I have seen many cases where the librarians were not consulted, and in almost every case the librarian certainly should have been brought into consultation. The question has been brought up over and over again in my presence, "Had we better call in the librarian in consultation?" but frequently that is not even thought of; and if you will seek for one reason why library buildings have not been more practically satisfactory than they are, I will say that it is because in a majority of cases the library trustees have ignored the librarian completely. It has been my experience in planning a building that even to say that the librarian would like to have such a thing done was often enough to defeat the purpose, the library trustees thinking that the feature desired was intended for the personal convenience of the librarian, and to save him or her labor, not realizing that the main object was the convenience of the public.

Therefore I would like to make this one suggestion, that the librarian, although having no vote, and not having the primary responsibility that the trustees bear, ought to be brought into consultation on all practical matters with which the management of the library is concerned much more frequently than is now the case.

**DR. LEIPZIGER:** I don't know whether Mr. Patton's experience is characteristic of the West, but I think in the East it is almost universally acknowledged that in the administration of libraries and the construction of library

buildings the librarian should certainly be consulted, and I cannot imagine an intelligent board of trustees undertaking any work without consulting the person who has charge of that work.

Mr. Patton said he spoke neither as a librarian nor as a trustee; I speak in both capacities. It seems to me that while the development of the library system in this country is due to the librarian's intelligence and expert knowledge, it is also due in no small measure to the public-spiritedness of the trustee, the generosity of the trustee, and the character of the trustee. Trustees are in most cases intelligent men and women, and the simile used by Dr. Canfield in his paper of the relation between the locomotive engineer and the railroad president does not apply to the ordinary librarian and his trustee. Most trustees are persons of a wide culture; their knowledge of books and love for books show that any one of large culture who concentrates his mind upon the library can be of value and assistance even to the most accomplished expert. It goes without saying, that the librarian, being the executive head of the library, should be in direct control of the institution, but the function of the trustee is in representing the people. Just as we have a board of education and board of officers in college, and just as we have a President of the United States, just in the same way does the trustee stand in relation to the public library; and while we recognize the skill of the expert we must never fail to recognize the large-mindedness of the general trustee.

**THE CHAIRMAN:** We have been disappointed in not having Mr. J. G. Rosengarten with us. He was to speak on "American libraries from a trustee's point of view." He has, however, kindly sent us his paper, which will be read by the secretary.

**MR. MONTGOMERY** read the paper by J. G. ROSENGARTEN ON

#### AMERICAN LIBRARIES FROM A TRUSTEE'S POINT OF VIEW.

A short experience of the relation of a trustee to the library with which he is connected may perhaps justify some observations on that point. Too much of the time of boards and trustees is given to details of administration. Look at the largest libraries of the world — London, Paris, Berlin. Who ever hears of the governing body, whether it be a



board or a government bureau? All power is placed in the hands of the librarian, and it is of him and his work and administration that we hear. The trustees of the library of the British Museum are great officers of state and great men of letters and science, but it is only in posthumous biographies and letters that the public hear anything of their activity in the matter. Ellis and Panizzi and Garnett are the men whose work in connection with the great English library is familiar to us. So too in Paris and Berlin, where the librarian is always the prominent figure, with him alone the public has to do, and he alone is held responsible for the administration of his great charge. In this country, library boards are among the public trusts that too often fall to the lot of men who with the best intention in the world cannot forbear the opportunity of letting the world, their little local world, know how much it owes to them. Hence the frequent occurrence of experiments in library management that generally result in failure, because they are made by men who are not in close touch with the public using the library, ignorant of its real needs both as to details of management and the right use of the facilities that a library offers for both use and abuse. The ideal board of trustees is that which is neither seen nor heard. It always chooses a librarian with care, having first ascertained not only his technical knowledge and literary attainments, but also his administrative power.

Once in office, the public and the library staff and the bookseller and the reader all must look to the librarian as the mouth-piece and the eye and the ear of the board of trustees. He should be present at every meeting of the board and of all of its committees, and if not actually the secretary, should know of every subject under discussion and of every new rule adopted, and that by word of mouth from the trustees in their proceedings, and not by merely written communication, nor by or through any individual trustee or officer of the board.

All appointments should be made by the librarian, upon some system of civil service examination by a board of the old employees and after probation, and no trustee should ask or expect any appointments or other spoils of office — all applications for appointment should be filed with a registrar or other officer specially designated for the duty, who should be entirely impersonal, simply assigning a

number to the applicant, filing all testimonials with that number, and submitting them to the librarian with the official result of the examination — in this way all question of influence would be reduced to a minimum, or better still to nothing. The body of appointees would then have every inducement so to work as to earn promotion.

With the increase of library schools there need be no difficulty in making the test of examination one that will show how far the technical work has been properly learned. The question of personal fitness, a very large factor with all who have to deal with so difficult a public as those who use the library, can be tested by a short probation of actual work in each department.

Even more rigid than selection of employees should be the selection of books. No committee of any board, no matter how intelligent or conscientious, can successfully deal with the enormous list of books offered for choice and purchase. The real expert is the librarian, and he must know just where to find special experts to assist him in the selection of technical books on special subjects. If left to a committee of the board, the work will either not be done at all or will be influenced by personal likes and dislikes. The library should be broad enough to include representative books and books to meet the needs of the reading public. Readers should be invited to ask for any books they want, and with a fair discrimination, this method may be made a good test of the needs of the average reader. Books recommended or asked for by those who speak with authority as writers and students of special subjects, should be first put on the list for purchase, and technical bodies — engineers, electricians, architects, etc. — ought to be invited to send in lists of books needed.

Trustees and librarians ought to strive to set on foot coöperation of all the libraries in any given city or locality, so that expensive books above a certain fixed price, say \$50 or \$100, should be bought only for one library, that there be no unnecessary duplication. Only recently three libraries in one city got three copies of the reproduction of an East Indian Vedic manuscript, for which there can hardly be one reader in the whole city. Then too trustees and librarians should coöperate in the preparation and publication of finding lists of periodicals, so that readers may know exactly

where to find every periodical, and thus again save the time of the readers and officers of libraries in their use.

Trustees ought to be seen and not heard — they should be frequent visitors in every branch, but should never give orders or instructions, or criticise methods to employees — all these should be reserved for the librarian, through whom changes and improvements should be made. Meetings of boards and committees should not be matters of publicity, lest "cranks" attack them by letters; let all the dealings of the public be through the librarian and his office, where there should be a book of complaints in which every complaint and grievance should be recorded, to be submitted to the board or the proper committee at the regularly stated meetings.

The complaints that abound in every library would soon diminish if every person who has a grievance were politely instructed that it must be stated in writing in a book kept for the information of the board. The trustees must then enforce rigidly the rule that they will not see individuals complaining of this, that, or the other grievance, but that every complaint or criticism must be duly entered in the proper record book, which will in turn bring it before the proper committee of the board and through its report to the board itself. Every library must expect criticism, and the only way to meet it is to give it a fair hearing and to weigh its value, and decide, where it is well founded, on the best method for such reform as shall effect the best result.

The personal character of the librarian is always in evidence and it must therefore be beyond any suspicion. He must have the gift of dealing with his staff and with the public and especially with the public authorities, with transparent honesty. The trustees as individuals have no standing — it is only as a board that they act and should act. On occasions when the library comes before the public, it should be through the librarian, and the trustees should be only a chorus at the opening and closing of any act of special interest. Annual reports and bulletins and other publications should be made the official vehicles for the librarian, with the sanction and approval of the trustees, and any difference of views should be threshed out in private conferences, and only the results of agreement be made public.

Under the system generally in force, by which

libraries are supported entirely or largely by public appropriations, it is the librarian who, as executive officer, should be the spokesman of the board of trustees in dealing with finance committees and the mayor and city treasurer and controller and other officers of the city. Few trustees can speak with the same accuracy as to the needs of the library, the proper distribution of the annual appropriation between the expenses of maintenance and the provision for books, — a percentage that needs careful watching, so that the public may have the best service, as well as the freest and largest use of all the books that can reasonably be provided out of the funds in hand.

Trustees may well use their strength both individually and collectively to obtain public grants and private contributions for proper library buildings. No librarian, no matter how efficient and capable, can do his best while the library is housed in temporary quarters, often unsafe and unsanitary, and always difficult to administer economically, because not built and not suited to library purposes. On the other hand, no board of trustees should accept a gift, no matter how splendid, of a library building that was not planned after long and careful consideration by their own librarian, and consultation with other librarians, expert in the needs of a thoroughly well planned library building. There are too many examples of the two extremes — on the one hand large and growing libraries cabined and confined in unsatisfactory buildings, and on the other hand libraries large and small, put in buildings that are too large for their contents, and, in a number of instances, made museums of art, attracting mere gazers, and thus interfering with the daily use of the library by those for whom it is primarily intended. To sacrifice the purpose of the library to a love for artistic decoration is to make a very serious and costly blunder, and one that trustees ought to guard against in spite of liberal donors of expensive buildings. Perhaps the most striking example of the one-man power of a librarian at its best is that of the library of the University of Strasburg. After the destruction of the time-honored building, an obscure librarian in a little German town appealed to all Germans to atone for the injury done by the German army. Restored to German nationality, Strasburg was made the object of liberal benefactions by the German government, and while the work of material

restoration was being rapidly carried on, this appeal for books for the Strasburg Library was widely circulated and responded to generously. From every corner of the world where there were Germans, gifts and contributions of books were rapidly sent in. Then the government invited plans for a new library building; they were prepared under the direction of the man who had first appealed for it, and to-day in a well appointed and well contrived and well constructed library building, he is the librarian in charge, with over 400,000 volumes, so that both the city and the University of Strasburg have a library and a librarian to be proud of. Could any board of trustees have done such a thing? With all the magnificent splendor of the National Library of Congress in Washington, the real impulse to its growing and useful activity is due to its librarian, and not to the joint committee of Congress on the library, — their real usefulness is in securing appropriations and legislation to enable the librarian to carry out effectively his plans for increasing its usefulness in many ways. Notable among them is the deposit of the Congressional Library card catalog in at least one library of every city and of every university, where men engaged in study and original research may find what books are at their command by loan.

The trustees can do little more than make the necessary provision for storing these catalog cards in a convenient and accessible place, but the librarian can direct inquirers and readers to them and can help them to obtain the books from the Congressional Library or from that at Albany or any other great library, where the librarians have effected a method of useful exchange of books, and of procuring those not on their own shelves from any other that has them.

The meetings of librarians, national, state, and local associations, full of instruction to the professional librarians and all engaged in the work, are for the most part a sealed book to trustees, whose occupation is largely in other directions. The splendid plan of a union of all the libraries of the city of New York bears the strong impress of the hand of a very able librarian — not all his trustees could carry it out, although they can give powerful help in making the plan successful. The example thus set cannot fail to inspire other cities, with scattered and separate libraries, with the wisdom

of a similar union of forces, thus reducing the expenses, increasing the efficiency, and giving to the library as a whole the advantages of the greatest good to the largest number by the simplest method.

There is no more melancholy spectacle than that of a multiplicity of libraries in one city, some burthened with debt, some with trusts that have long since outlived their usefulness, if they ever had any, each under a board of trustees in which there is reflected all the narrowness of local interest and of pride of place and of misunderstood opinion of the rights of proprietors or stockholders and the public. Make one united body, under the headship of one good librarian, and the public, as well as the individuals who use the library, will at once feel the benefit of a broad and generous management that will help materially to increase the libraries and their usefulness.

The man who wants to do a generous act is the one who helps an old library, gives it new strength and power, not he who puts up a new building, no matter how handsome, and then leaves it to the community where it is situated to sustain it, — often with an old and long-established library already in existence left high and dry in the change of time. Unite the new and the old, and each strengthens the other, and trustees may well look askance at the most munificent donor who forgets the claims of an existing library in order to establish a new one which shall perpetuate his name, and in doing so cripple the usefulness of some earlier library that has had years of experience as to what the people want in a library.

Few cities have as much reason to be grateful to their library trustees as Chicago, where the Public Library, the Newberry Library, and the Crerar Library have agreed to take each its own location and its own particular line of library work, the first of general reading, the second of special collections in the fine arts and bibliography, and the third of the exact sciences, — thus making it possible to achieve results nowhere else attained in the same time. There indeed trustees have shown the highest fitness for their task, and such an example may take its place alongside of the consolidation of all the libraries of New York in one system, as lessons by which all trustees should be guided and instructed in the right way to discharge their duties.

The CHAIRMAN: I am glad now to announce that Mr. Herbert Putnam will speak to us on

THE WORK OF THE LIBRARY OF CONGRESS.

Mr. PUTNAM: I have been a little puzzled to know why this topic should appear upon your program. It had been understood, I supposed, that trustees appear at our meetings, particularly for their own instruction; and when you referred to a customary "gentle acquiescence" at the meetings of the Trustees' Section I supposed you were going to explain it as the gentle acquiescence of the librarian in the existence of the trustee. We would not, to be sure, regard trustees with intolerance. It is quite clear, or usually becomes so from our discussions, that their functions are in general superfluous, and commonly intrusive. But we realize that they themselves frequently recognize this and exercise these functions in a properly deprecatory spirit. We would not therefore treat them with undue severity. We invite them to our meetings with cordiality. And yet in doing so we have been considerably perplexed between our desire to have them know a certain amount as to library work, and our fear lest they should know too much. They must know enough to appreciate the excellence of our recommendations, but not enough to desire to operate the libraries themselves.

Now on the assumption that the purpose of this meeting is the instruction of trustees, my topic seems to me inexplicable, because it calls for a statement of the work of a particular library, — a library which is, to be sure, or is to be, a library, but only one library; which has certain processes in common with all other libraries, but certain differences also which are perhaps even more marked between it and the libraries in which most of the trustees here present are interested.

We have at Washington a large collection, roundly a million and a half items, — say a million books and one half a million other articles, maps, manuscripts, music, and prints. Since 1897 we have been attempting to reduce this collection to order. We have had the problem of classification, and we have had and still have the problem of catalog. We have in the meantime and concurrently the problem of use. We are issuing publications. We are thus to some extent engaged in many of the activities, with the exception of the work with children,

that are characteristics of the ordinary municipal free library.

We have had occasion within the past three years to secure a large increase of funds for a work the need of which had to be explained. We have had to secure a large staff in order to cope with work for which there had been no adequate provision. Now that work has, as I have stated, many characteristics in common with the work of administration of an ordinary library; but it involves certain differences which result chiefly from a difference in function, distinguishing the Library of Congress as the National Library of the United States. We are handling an unusually large mass of material, but the difference is not in this. We are handling unusually rapid accumulations (the accessions of a single year — last year, 76,000 printed books and pamphlets and nearly 40,000 other articles — reached to the size of an ordinary library), but the difference is not in this. We have a small immediate constituency, but the difference is not merely in that.

We have, with other libraries, the problem of acquisition. Now, the difference in that is a material difference. Those of you who are trustees, who are determining the policy of a library, are called upon to discriminate — to discriminate in the choice of new material. To a very large degree the accessions of the Library of Congress — for instance, all that come from copyright and much of the rest — are accessions without discrimination, that is, are not the result of deliberate selection. You are called upon to select only the books that are worthy as literature; the Library of Congress receives an enormous number of books that are inferior as literature and unworthy from a moral standpoint. You are called upon by recent suggestion to discriminate not merely in selection, but in the arrangements for its accommodation, between the book that is active and the book that has ceased to be active. The test that you are asked to apply is, What is the present demand? The Library of Congress as the National Library is supposed to have a duty not merely to accumulate those books which are in present demand, but to accumulate for posterity. In your catalogs you consider the minimum expenditure that will suffice to cover the needs of your readers, taking into account the other aids, including human service, at their disposal; but the Library of Con-

gress, undertaking now to catalog not merely for the use of its own readers, but for the entire country, may be compelled to an elaboration in such processes not requisite for its immediate constituency.

But the most material distinction, and one which seems to preclude a description of the Library of Congress from presenting any analogy for trustees, lies in the fact that the Library of Congress has no board of trustees. The Library of Congress is administered by the Librarian of Congress. The Librarian of Congress is appointed by the President of the United States. He goes directly not to the Joint Committee of Congress on the Library but to the Committees on Appropriations for appropriations for the maintenance of the library. The appropriations made are placed at his disposal for expenditure. He is authorized to appoint his subordinates and to dismiss them. He is further authorized "to make rules and regulations for the government of the library." There is a Joint Committee of both Houses on the Library of Congress, but that committee does no one of these things that I have named, and therefore cannot be said to stand to the library in the relation of a board of trustees. It does not intervene between the librarian and the Committees on Appropriations, nor in any such way represent the library before Congress. Certain of its members may by chance be members of the Appropriations Committees, in which case they will presumably have an interest in the success of the estimates of the librarian; but this is a different matter.

I do not see, therefore, that I can cite to you from Washington anything which may have any potent analogy to the trustee of a library.

The trustees, however, who come to these meetings come, I suppose, for the purpose not of learning technique in detail, but of observing tendencies which may affect policies to be pursued by their own libraries, and there are occasionally matters discussed at the meetings which, in relation to such a purpose, may explain the presence of the Librarian of Congress upon your particular program. At the present conference, for instance, among the various suggestions which have become prominent, one concerned the limits of accumulation of a library and the method of accommodating its books. There is the suggestion to which I have referred above—that

a separation should be made between the live books and the dead books and that the dead books should be segregated from the others, with, of course, the implication that if, in addition, the librarian can determine what book is likely to be less used, he should refrain from putting that in the library, if in any manner it can be reasonably accessible elsewhere. This suggestion is that each library in its accumulations should limit itself to the books likely to be constantly in demand by its immediate constituency, and that as to others it should content itself with acting as an intermediary between its immediate readers and other institutions possessing the less used books, one copy of which in a large area might suffice. Now, the appendant to that suggestion was that we should have a few libraries in this country which might serve as reservoirs for these unused books. The Library of Congress was mentioned as one. It must be admitted that that library *is* accumulating without regard to active use, and within the field of Americana at least it will seek completeness. It will regard as appropriate, at least, every book not wholly unworthy which represents the product of the press of the United States, and, perhaps in a less peremptory degree, of the Western Hemisphere.

The other suggestion to which I may refer is that of the librarian of Cincinnati as to the superior advantage of bibliographies over catalogs. Now the argument for bibliography over catalog is simply the argument for the centralization of catalog work—the production at one point of lists that shall suffice for a great many institutions, the substitution of central and organized bibliographic work for the multiplication of effort by each institution for itself. Such questions cannot be discussed without a natural reference to the recent undertakings of the Library of Congress, which places its bibliographic work at the disposal of other libraries. We have undertaken to make that work generally available. We consider it particularly our duty to do so where by mechanical means its results may be multiplied and within legal authority distributed. One of these undertakings of the library, which is of most general concern, is the distribution of the catalog cards printed by the Library of Congress. During the past seven months this distribution has been going on. The results of it are to be reported at this meeting, and this report with

the incidental discussion has been made part of the regular program at a more general session.

Now I suggest that this undertaking is one which does concern a trustee, because its results are likely to affect that part of the administration of a library which a trustee must consider, — that is the general policy, the general direction which expenditure shall take. There is, I think, a common neglect on the part of trustees, as well as of librarians, to consider the relative efficiency of one or another form of expenditure; for instance, as between that for books, that for catalogs and other apparatus, and that for service. In a small way we have noticed this in connection with this distribution of catalog cards. We are now issuing cards at the rate of about fifty thousand titles a year. At the present rate of subscription it would cost a library two hundred and fifty dollars a year to secure a full set of these cards. By way of experiment we have been issuing also what we call "proof strips." Before the titles are run off on card stock they are printed off on proof paper. Now the proof is issued in strips, and thus far has been issued to practically any applicant. It has been issued without charge. Now we have found that certain libraries receiving the proofs are undertaking to cut them up and paste them on ordinary blank cards. They do this to secure the information which would be given by the printed card, but on the assumption that they cannot afford two hundred and fifty dollars a year for the printed cards. It is very easy to estimate, however, that the current cost of cutting up the strips and pasting them on ordinary cards would alone exceed the cost of a set of the printed cards. The cutting and pasting would take very nearly the whole time of a single person. It seems to me that this is but an instance of an inconsiderateness quite common, which is abashed at the proposal to spend two hundred and fifty dollars for a piece of apparatus, but without thought spends more than that amount in the extra service requisite which the apparatus would save.

Now, if you will excuse me, Mr. President, I will not attempt to speak further of the work at the Library of Congress. It seems to me that you have on your program other topics more important, and that in general, at the meetings of the Trustees' Section, trustees rather than librarians should be heard. The present con-

ditions in the Library of Congress and the present undertakings are set forth in the report which we issued last fall, and which is at the disposal of any one who desires it. I content myself, therefore, with referring to the card distribution as particularly worthy of the attention of trustees in its bearing upon the administration of their own libraries. The distribution has been a success and it will proceed. The past seven months have developed defects that have been studied and in part will at least be remedied.

I do not wish to speak at any length of the Library of Congress and shall refrain from doing so. But there is an "institution" in the library to which with this opportunity I cannot refrain from referring. I say an institution in the Library of Congress, because prior to 1897 he was practically the Library of Congress.

Our associated characteristics to-day — indeed, you might say the characteristics of the librarian of to-day — are prominently energy, the practical, the business push and sagacity, — I should say acuteness, — the search for system, order, and the mechanical means of doing things. There has undoubtedly been a falling off — at least a disappearance into the background — of the librarian of the earlier days. He is referred to, if not with ridicule, at least scarcely with indulgence. Of his efficiency you will find little recognition in our discussions at these meetings. And yet are we so safe in putting into the background the characteristics that give him distinction? Are we not overlooking traits that we cannot afford to spare — and for which we offer no adequate substitute? Our meetings are replete with enthusiasm; but the librarian of the earlier day was not lacking in enthusiasm. We talk much of the professional spirit; he certainly was not lacking in the professional spirit. It is not business that produces the professional spirit. He did lack system, or perhaps it would be fairer to say that he preferred system inside his head rather than outside. He did not crave disorder; but he had no relish for order. He was impatient of order — of an order which could be secured only through apparatus; and yet, on the whole, he achieved a result; and he did it not by constructing apparatus, but by associating himself with the material — the books themselves. Now, I hope it is not going to be the case that as time goes on the librarian of the

older type will become to us simply "quaint." I have observed the career of one of them. I am now observing it, and in retrospect I have studied it; the career of a man who has been for over forty years in the service of the Library of Congress, and has pursued that service with an unalterable devotion, and who now at seventy-five years of age begins his work at eight o'clock in the morning and rarely finishes it until eleven o'clock at night; a man who (not to attempt detail) is a *miracle* of the qualities of the librarian of the older type—the qualities which, believe me, are not merely lovable, but make for efficiency.

Now, order and system and the apparatus must come. They are necessary to the operation of a library attempting to serve modern needs in a modern way. But in securing them, do not surrender wholly what you can afford to retain of those qualities which distinguished the librarian of the olden time. You may have in your libraries some one who represents them. If so, I strongly recommend that you thank God for him—as we do for Ainsworth Spofford!

The CHAIRMAN: We will now have the pleasure of hearing Dr. John S. Billings, the president of this Association, speak to us on

#### THE ORGANIZATION OF THE NEW YORK PUBLIC LIBRARY.

Dr. BILLINGS: The subject assigned to me is the organization of the New York Public Library, which is so peculiar, although it does have trustees, and its lines of work are in some respects so different from those of most libraries, that probably my statement will not be particularly instructive or interesting. Still, there are some matters connected with the consolidation, and the way in which matters are being managed in the temporary conditions in which we find ourselves, that may possibly be of some interest to the trustees of other public libraries.

Most of you are no doubt familiar with the history of the consolidation. The Astor Library was founded in 1848, the Lenox Library in 1870, and the bequest left by Mr. Tilden to found another public library became available in 1893. These interests were consolidated under a Special Act of the Legislature, in 1895. The new organization, entitled "The New York Public Library, Astor, Lenox, and Tilden foundations," had two large reference libraries,

neither of which had been formed with any regard to circulation or home use. The Lenox Library was mainly a museum of very rare books, Bibles, unusual editions, etc., while the Astor Library had been built up with long series of periodicals and books specially selected for reference work purchased from a special fund, left by Mr. Astor with the provision that books purchased from that fund should never be taken from the building, his object being that the books should always be found in that library, by scholars coming from any part of the country.

The Tilden Library had about 20,000 volumes, mainly political history. The essence of the Tilden contribution was about \$2,000,000 as a fund for conducting this establishment.

The consolidation was consummated by the selection of seven trustees from the Astor, seven from the Tilden, and seven from the Lenox Library, making a board of twenty-one trustees, who elected officers, made by-laws, and selected a director.

They had two separate buildings, three miles apart; the Lenox being on 70th Street and the Astor on 8th Street, and the trustees saw there were two different courses they could take. They were a private corporation; they had funds enough to put an addition to one building to contain all the books and thus to make a great reference library; nothing else. And that was the easiest thing to do. They had the land connected with the Lenox building; they had sufficient funds to conduct the library and put up a building. They felt, however, that would not be the best thing to do, nor would it meet the public expectations or demand as to what was desired from this newly formed corporation. They therefore proposed to the city of New York that if the city would furnish a building sufficient to accommodate the general reference library they would put into it all their books and collections and maintain such library for the free use of the public without cost to the city. That is to say, the New York Public Library contributed about \$2,500,000 worth of books, pictures, and other material, and the income of about \$4,000,000. On its side the city of New York agreed to put up a building, to cost about \$5,000,000. It was stated to the city that with this central building should be connected a system of branch libraries for furnishing books in all parts of the city for home use, but that the funds of the

library would not be sufficient to do that and at the same time to carry out the conditions of the trust under which it was formed. But it was stated that, if the city would furnish the necessary funds, this large central building would be so planned as to be used in connection with such a system, and that the New York Public Library would agree to take charge of that side of library work also.

All this having been agreed to, plans for the new building were prepared, and the work of classifying and cataloging the books was commenced. There were a very large number of books in each library which had never been properly cataloged. There was no subject catalog. There were finding lists and rough check lists, by which you could usually find out if any given book was in the library; not always.

In 1901 the New York Free Circulating Library—which had twelve branch buildings, besides a travelling library department—decided to consolidate with the New York Public Library, furnishing a nucleus for a Circulating Department, and, subsequently, two other libraries have come in—the Saint Agnes and the Washington Heights.

In the same year Mr. Carnegie offered to give money to the city of New York to build 65 branch libraries at a cost of about \$80,000 each, and that offer was accepted by the city. His offer was intended for the entire Greater New York, and he had a general idea that it would be well to have it all under one system, but he was not very particular about that, and when Brooklyn and the Borough of Queens preferred to have what they called their share of the fund turned over to them for their own independent use, he approved of that arrangement.

A contract was made between the city, the New York Public Library, and Mr. Carnegie for the Boroughs of Manhattan, the Bronx, and Richmond, to the effect that the city should provide sites, that the New York Public Library should put branch buildings thereon, and that the money for doing so should be furnished by Mr. Carnegie to the amount of 42 such buildings at an average cost of \$80,000 apiece.

The New York Public Library is managed by a board of twenty-five trustees. Three of those are officials of the city, the Mayor, controller, and president of the Board of Aldermen.

They elect their own successors, and if a trustee is absent from three successive meetings, without an excuse that is accepted by the board, his seat is vacated. The business is managed mainly by committees, the four most important being the Finance Committee, the Executive Committee, the Library Committee, and the Committee on Circulation. The duties of the Finance, Executive, and Library Committees are about the usual duties. The Circulation Committee looks especially after the interests of the circulating side of the library, and will also have charge of the Central Department of Circulation in the new building. Only one member of the Circulation Committee need necessarily be a trustee of the library. The other members of that committee have been selected as representatives of the circulating libraries which have consolidated with us. The director of the library meets with all the committees. He makes a report to each, and is also present at all the meetings of the board, and may or may not make a report to the board. He is there to answer questions. There is also a special superintendent of the Circulating Department. This is a gentleman whom you all know well, Mr. Bostwick, who was the director of the New York Free Circulating Library.

The committees meet once a month, as a rule. The Executive Committee has been meeting more frequently, and is the committee which prepares the greater part of the business for the board meeting. The Library Committee has the general direction of all matters pertaining to the purchase of books and cataloging, and decides on the general plan of the work to be done each year, leaving the details as to methods to the director.

The action of the Board of Trustees has been very harmonious, and the meetings have been well attended.

The work which the New York Public Library is now doing is in a way temporary in character; peculiar because of the necessity of keeping up the supply of books for the public and at the same time preparing its materials for the new building.

The work of the library is also peculiar because of the rarity and importance of the collections made by Mr. Lenox; of the great value for reference purposes of the books in the Astor Library, and because it contains many books which are not to be found in any other library



in this country. And having the duty of preserving those and also a large amount of manuscript material, relating to American history, the relations of the New York Public Library to the public are somewhat different from those of the average free public library. The work is divided among several departments, each having a chief who reports to and receives instructions from the director. There is a business superintendent, who pays all bills and has general charge of the buildings. All bills must be approved by the director. The Order and Receiving Department, the Catalog Department, the Shelf and Classification Department, the Readers Department, the Periodical Department, the Public Documents Department, the Jewish Department, the Slavonic Department, the Oriental Department, and the Print Department, are those of most importance in the reference library.

The Circulation Department has its own order and catalog departments, and keeps separate accounts, but all its bills are paid by the business superintendent on the certificate of the superintendent of circulation and the approval of the director.

There are over 200 members of the staff. They have monthly meetings for the reading of papers and for discussion—according to programs prepared by special committees of their own selection. These meetings are held alternately at the Astor and Lenox buildings, and there is usually a special exhibit prepared for each meeting.

The trustees include lawyers, bankers, prominent business men, and so on, and the reports of the several committees receive careful consideration. I do not think that the comparatively large size of the board has been in any way detrimental to its efficiency. It has had some important and difficult questions to consider and decide upon, and has, perhaps, been a little slower to act upon some of them than a smaller board might have been, being rather conservative in character, but upon the whole I think that its work has met with general approval. I shall be glad to answer any questions.

Mr. BRETT: May I ask a question of interest to librarians? That is, the one great difficulty in getting together a staff of a library very much smaller than the New York Library, is to so arrange the time that the members of the staff may be spared from their duties. We do

have staff meetings which are in the hands of the staff itself. They are usually held in the evening, but the libraries are remote from one another and scattered.

Dr. BILLINGS: I will answer Mr. Brett's question by saying that the present condition of the reference department affords a favorable opportunity for getting these staff meetings, because the Astor and Lenox Libraries are not open at night, the meetings are in the evening, and the entire reference staff is able to attend. As regards the staff of the circulating branches, which are kept open at night, they must divide. Those who come this month will stay and attend to the library work next month, and allow the others to come.

The CHAIRMAN: I will now ask Mr. Dewey to tell us what he thinks of

#### THE FUNCTION OF THE TRUSTEE.

MELVIL DEWEY: I take it the supreme function of the trustee is to administer the funds which are in his hands so they will do the most good. It seems to me they are to settle the sort of books to be bought, whether it is more feasible to keep the money for books that are most useful or to spend it for something that will be useful only to the few. I think Mr. Rosengarten put very generously what the relations should be between the librarian and the trustee, from the trustee's standpoint.

From the librarian's standpoint, I can never forget that the trustees are a board, not private owners, on which rests the responsibility for the wise use of library property. If they have a competent librarian let them advise with him about matters pertaining to the library; I believe in that thoroughly. But, if they have a man or woman in charge of the library who is entirely incompetent, then it becomes their duty to get some one who is competent. A man in my office a few days ago, talking about a prominent library at the head of which is a very prominent man, said the librarian was simply an employee and asked what business he had representing the library; "the president of the board of trustees represents this library." He was an earnest, sincere man, but he actually believed that the librarian was rather impertinent to speak for the library. I said to him frankly that his attitude would be sure to ruin his library; that he was like a man with a spirited pair of horses and a coachman.

If the coachman is good for anything, of course, he will not sit still and let the man take the reins; if he is not competent and the horses are good for anything, they will run away with him, and that is what is apt to occur in a library. But, if you were out driving, as I have been in the last few days, with my little boy, and the horses became frightened, you would take hold of the reins and help him; I might do the same thing if a competent driver were on the box, but he might then get off and leave the whole thing to me.

It is not the function of the librarian to invest the funds and attend to financing, but in my conception it is a trustee's function to see that the library work is properly done, and if he does not do this it is an oversight on his part. We librarians would do well to put ourselves in the attitude of having accepted a trust, and if the trustees would meet with us and put themselves in our place, we should work together more and more in sympathy. It is not my experience that trustees who make trouble do it from any ill-will to the librarian; it is because they have not thought or studied their mutual relations; but of that enough has been said.

Two or three things occur to me as specially important. The modern church, you will find very often, has fifty or sixty distinct agencies in operation, social rooms, libraries, clubs, etc. The old high school was a place to hear a few recitations. Our modern school, in library facilities and educational methods, is far in advance of the college of a generation ago. There has been the same development in these as in our modern railways, wireless telegraphy, etc., and the library is going along with the rest. It is an age of electricity and of libraries. Libraries are as old as Hindu records, and there were books in those early days just as much as now. There were also electricity and steam; but the difference is that we have learned to use these forces, and the public is coming to understand them; and following it back we find that the printed page, which means the work of the library, is the thing which will influence men from the cradle to the grave. The world has come to understand that the whole system of education is in two distinct parts; school education, from kindergarten to university, is part; but there is another part, just as important, just as deserving, that is not for the young only, but for adults also, that is not in an insti-

tution but in the home. This, which we call "home education,"—a library,—is the second part, and those two things have to travel on together from this time on. That is the first fact for the library trustee to understand. The librarian or trustee who looks upon a library from the point of view of a generation ago, as simply a collection of books, isn't going to do the best kind of work till he gets a broader view.

As to the library staff, the trustees ought to come themselves and send their assistants to these meetings. That is what we have done in Albany. We find it pays to give our assistants the time to attend library meetings. Our observation proves it the best investment we can make. If I were running a library as a private institution, I would send my staff to this meeting every year. They do better work and it pays for the assistants all along the line. Dr. Canfield's last words to me were, "Emphasize that fact; that men won't do team work unless they have instruction," and if you can't make them do team work they are not good for much in this world. That is the kind of man that doesn't want a telephone, or any modern invention, he wants to go along in the same old way. Library work isn't done that way. We must get into full touch with all the world, and we want our trustees to come to all our meetings.

Just a word about salaries. When I was in Boston twenty-five years ago I could get graduates of Harvard college at three dollars a week, but if I wanted a boy out of the gutter I had to pay him six dollars a week, because he could get that in a factory or mill. The man who wanted to make a beginning in business would work for almost nothing to get into business. When a teacher comes out of the normal school with its training, she does not work for nothing; she gets in the beginning a higher salary because she is devoting her life to that work. In our state library school we are going to pick from the entire country the people that can do the best work. To enter they must have a high school education and must have a degree from registered college; *i.e.*, they must give eight years to secondary and college work and then two years to their technical work. It is absurd to suppose a person is going to spend ten years in preparation and then come back and accept the same pay as the boys and girls just coming from the high school. We

are doing a work essentially educational, for which we need intelligence and special training, and civil service boards ought to recognize these conditions. We send boys to West Point and Annapolis; we do it because we want the benefit of their training. To trustees I say, give a fair salary for what you are asking; and to librarians I say, don't expect to get as much pay as in any other business. We go into this work and we ought to accept a small salary, and we ought to distinguish between those who go into it temporarily and those who are taking it up as a life profession.

A great thing is to keep in mind all the modern demands on a library. In every community we have the school board, that is an established custom. We cannot get the best results unless the library business is kept distinct from the school business. A man that is in any kind of business and thinks some other business is better doesn't make much of a success, and the people we want on the library boards are the people that believe the library is more important than the school, more important, with a more lasting and longer influence over the whole community, therefore the public library should be the center of the educational life of the community, and the museum, art, history, and sciences naturally cluster around the library. It is the best place for them — not in the same room perhaps, but in the same building or adjoining, so that when people are working in the museum and want to refer to books they are at hand. Secondly for students, colleges, meetings on scientific subjects and other subjects they ought to go to the library as naturally as a home pigeon will fly back to its home. The library is the cornerstone of all this and trustees ought to recognize that. But libraries have other functions. Information is exceedingly important in an economic sense for reasons which can be demonstrated; it pays; but most important of all is inspiration. The public library should also be a source of amusement. We can give the public no amusement so wholesome as books. What can be a more legitimate expenditure of public money than to give to people so burdened down that they can hardly stagger another step, a book that takes them into another world? We librarians and you trustees together ought to see our work in the broadest way, and we ought to look forward, not back, and above all things lend a hand.

The report of the

#### COMMITTEE ON NOMINATIONS

was presented, submitting the names of the same officers as nominees for the ensuing year, viz., Deloraine P. Corey, chairman; Thomas L. Montgomery, secretary. The report was accepted and the officers named elected.

H. T. KELLY: Before we adjourn I would like to say a few words. While I have sat here for the last two and a half hours I have had forced upon me the change that has taken place in the Trustees' Section. Five or six years ago I was sent to one of these meetings by my board of trustees. I was then chairman of the board of trustees of the Toronto Public Library, and I must say I went home, if not discouraged, very much disappointed. I could not feel that I had brought home one solitary thing from the meetings of the Trustees' Section which I attended, and I had scarcely anything to report to my board. I never came to another meeting until now, because I thought it wasn't of any use. I have completely changed my views. Some one has expressed surprise that there are so few here. I was surprised that there were so many; and I can only say that if those who are surprised at the small attendance had been here four or five years ago they would regard this meeting with delight. You can much more easily get librarians and assistants to attend these meetings than you can get trustees. Trustees cannot come in so large a number: they are not so directly interested; but there should be some means of putting before them the information which has been derived from attending this meeting to-day. It is true it will be published in the official Proceedings of the A. L. A., but not many trustees receive that. Is it not possible to have the records of to-day's meeting, especially those two admirable papers which were read in the beginning, put before the trustees of the country in separate and convenient form?

The SECRETARY: I will bring the matter before the Executive Board. I have no doubt they will be glad to do so if they can afford it.

It was moved and seconded, That the Executive Board be requested to put the minutes of the meeting in separate form into the hands of the library trustees.

*Voted.*

Adjourned.

## SECTION FOR CHILDREN'S LIBRARIANS.

THE Children's Librarians' Section of the American Library Association held two sessions during the Magnolia Conference. The chairman, Miss Annie Carroll Moore, presided, and in the absence of Miss Mary Dousman, Miss Clara W. Hunt acted as secretary *pro tem*.

## FIRST SESSION.

The first session was held in the Oceanside Hotel Casino on Wednesday morning, June 18. The meeting was called to order at 9.45, and was opened by the reading of the secretary's report of last year's meeting, as given in the A. L. A. proceedings for 1901.

In the absence of Chesley R. Perry, chairman, J. C. Dana read the

## REPORT OF COMMITTEE ON CO-OPERATIVE LIST OF BOOKS FOR CHILDREN.

*To the Children's Librarians' Section of the American Library Association:*

Your committee appointed at Waukesha in July, 1901, to take preliminary steps towards the production of a co-operative evaluated list of books for children beg leave to report progress.

One of the first things done was the appointment of Miss Linda A. Eastman, of the Cleveland Public Library, as editor, and thanks to her arduous and persevering labors, even through days and nights of illness, we are enabled to offer for consideration here at Magnolia a tentative list which may be said to be at least a step in the right direction. "The work of this year has of necessity been largely that of preliminary preparation." As the work of selection has progressed, the great need of a list of juvenile works made acceptable through co-operative methods of evaluation has been emphasized.

Ample funds for all expenses of the past year have been provided by the subscriptions of individuals and libraries. The amount on our subscription lists is \$85.50 and of this \$52.50 has been collected (collections have been made as follows: 4 of \$5, 1 of \$2.50, 7 of \$1, and 46 of 50 cents). Most of the balance will be collected when needed.

The expenditures have been:

By the chairman:

Postage and stationery.....	\$2 42	
Typewriting and mimeographing.....	1 00	\$3 42

By the editor:

Blanks and printing.....	\$9 00	
Postage and stationery .....	8 00	
Clerical work .....	5 00	22 00
		\$25 42

There is an unpaid printing bill of about \$15. This will leave a balance of \$12.08.

We recommend that a committee on this subject be appointed from the active members of this section and be instructed to report at the next annual meeting.

All of which is respectfully submitted.

CHESLEY R. PERRY,  
J. C. DANA,  
ELIZA G. BROWNING.

As the results of the work of the committee were to be presented at the second session by Miss Eastman, no action was taken.

The chairman appointed a

## COMMITTEE OF NOMINATIONS

consisting of Miss Power, Miss Stanley, and Mrs. Maltby.

Miss GERTRUDE SACKETT read a paper on

## HOME LIBRARIES AND READING CLUBS.

(See p. 72.)

Discussion of Miss Sackett's paper was opened by Charles W. Birtwell, originator of the home library system under the auspices of the Charity Organization Society of Boston.

Mr. BIRTWELL: Home libraries touch many sides of the lives of the poor. The subject is in competent hands with the librarians of the country. Charities and libraries are engaged in the same work. Both aim at the good of the people.

In Miss Sackett's admirable paper she referred to the source of the books. We do not rely upon people to give the books. We pur-

chase them—after critical reading from cover to cover by responsible readers. Of course we receive gifts, to which all libraries are subject! We received a donation of seventeen books lately, and one was admitted to the libraries.

Miss Sackett seemed to think the libraries applicable only to girls and younger boys. In Boston we have groups of boys sixteen, eighteen, and even nineteen years old. Once in a while a group will grow into a young men's club, and meet in a club room, and even then they may want the books in the club,—even if they do not read them so much,—from a sentimental attachment to the thing that first brought them together. Our use of young men as visitors aids in this direction. We have one home library of young married women. They have been members for a good many years. Of course they have had a faithful visitor. She still meets them once a week.

As to the sexes in the groups, it is unavoidable that some groups shall be made up only of boys or only of girls, but I confess I like a group to include both. Wholesome companionship of girls and boys, such as the little libraries offer, without special consciousness of sex, is a training in right ideas of sex and a protection against the perverted, ruinous notions that lack of such association fosters.

Among the many things Miss Sackett mentioned I noticed no mention of savings. We use the stamp savings method. The children buy stamps, with which they gradually cover specially designed cards. Then the stamps are redeemed and accounts opened by the children at the savings banks. Even parents buy these stamps, through the children, to save for various purposes.

An item that Miss Sackett mentioned is the visiting of the families of the children in the group. We urge the visitors to call once a month upon the families from which the children come to the library, in order to get better acquainted with the home life of each child.

I am very sorry that Miss Beale, our paid general visitor, is not here. She has shown enthusiasm and skill. Among other things she has been successful in finding volunteer visitors, which is one of the most difficult features of the work. We usually have from forty-five to fifty-five visitors. Their terms of service vary from a week to many years. We have losses through marriages, sudden departures

for Europe, and many queer reasons. We ask the visitors for reports each month. We do not invariably get them, but secure a fair number, and these furnish the staple of our monthly conferences. These reports range from a mere statement of the number of members, amount of savings, and similar items, to a full story of the month.

Just a word in addition in regard to one statement in Miss Sackett's paper—that the poor do not need merely relief for physical wants, but help toward higher ideals and standards of life. Of course the whole trend of charity is towards something deeper than relief. Degradation can only be done away with or prevented by measures that tend to tone up the whole life. The treasures you as librarians have in your custody are of great value to this end. To gather books, and books worth reading, and then to get those books read, is a high service to one's fellow-men. We want to see the librarians as keen to satisfy and even create the desire in men, women, and children for what books can give, as the saloon-keepers are to gratify and provoke thirst, or the newspapers to stimulate and cater to the craving for news. Now what we have to do is to work shrewdly, and try to get these books into the hands of the people, and I think, as Miss Sackett said, that the time to begin is when they are young. There are many who will stop reading, carried away by other excitements, but I can see even them, as they get on in life and sorrows come, returning to books again; and he who has never cared for reading is without that resource.

A motto which seems to me a fair one to propose for librarians is one that was given the other day at a hearing before the City Council of Boston, on a petition for an additional public playground, by Mr. Henry L. Higginson, who said, "Be bold, extravagant, and wise."

MISS SACKETT: I saw in Boston a group of Italian children who had, I think, been a library group for eight years, and the young lady in charge was one of the original group. Never for one year had the group been discontinued, and the books they were reading showed an intelligent appreciation of good literature that was most encouraging. When you spoke of older boys being in home groups, were they not boys who had begun young? Because with

older boys I have found it almost impossible to found groups in the home.

Mr. BIRTWELL: Miss Sackett is right. These groups of older boys were started when the boys were younger. A lady came to me who wanted to work among girls, wanted to devote herself to a club of girls sixteen or seventeen years old. I told her to form a group of ten-year old girls, and in six years she would have what she wanted.

Miss HEWINS: We have no home libraries, but for several years have had charge of a branch in a slum settlement. We began by letting all children of the street and neighborhood take books. We soon found that too many swarmed in, careless and unmanageable, and we now make it a very exclusive thing to belong to the library. The membership is limited to forty, and there are always several on the waiting list, and of those who came several years ago there are none who are taking books now, for as soon as we can we graduate them to the public library. All of the children who have a good record are allowed to take books from the public library, and if their record keeps good they may keep on or go back to the settlement. What Mr. Birtwell has said about visitors is exactly our experience. The children who came in several years ago are now our best workers.

Miss HALL: At the Brighton Branch of the Boston Public Library we have a club of boys and girls under sixteen years of age, called the Brighton Readers' Club, organized in 1900.

We proceed according to parliamentary rules, and hold formal meetings, with some interesting speaker from outside to address the club each month during the school year.

Magic lantern slides with views of foreign travel, readings from Seton Thompson's animal stories, and a talk on South America by a lady from Chili, have been some of the programs.

As a result, the children take a greater interest in the library. A direct outgrowth of the club has been recently noted. Twelve girls have collected fifty books, placed them in one of the girl's homes, and meet every Tuesday evening after school to read, talk over books, etc. They have numbered the books, pay dues of two cents a week to add to their collection,

and are now planning to have a fair to increase their present treasury fund of \$1.19.

This is a new phase of the home library, self-organized through direct stimulus from the Public Library.

Miss F. B. HAWLEY: Is there not difficulty in getting volunteer visitors, in that some people volunteer who are unfitted to do the work? And is it not difficult to refuse when people volunteer to do work for nothing? How are volunteers selected?

Mr. BIRTWELL: First of all be cautious about getting into trouble. Never advertise broadcast. I have been urged to, but have feared that newspaper advertisement would bring undesirable offers. If unsuitable people get enlisted, insistence on good work may eliminate them. If not, remember that the libraries are for the poor, not for the visitors, and do your duty.

A MEMBER: I have been in this work for the past ten years and our groups have always consisted of both boys and girls. We had originally ages from ten to fifteen years, and found the children agreed together very nicely. It takes some little tact to make a meeting pleasant for both boys and girls. I have thought it quite as important to train the children in good manners as in reading. One of the original boys is now a junior at Dartmouth College and when he comes home visits the group and makes it very interesting.

Miss HITCHLER: Do you ever follow up the visitor?

Miss SACKETT: Yes, indeed. That is an important part of the supervisors' work. I have many personal conversations with our visitors, as well as general monthly meetings, and every once in a while go to the different groups and participate in their good times. It is essential that a supervisor should thus know all the children and the manner in which each visitor is conducting the work intrusted to her.

A MEMBER: To what extent do you encourage games? We have found in Chicago that games take up a great deal of the time. When they have them the children do not care anything about the books.

Miss SACKETT: You cannot depend at first upon the children's interest in books. That interest develops gradually, much depending upon your own tact in presenting them. Af-

ternoons spent with books alone will soon cease to interest the children and you want the library hour to be one to which they look forward with happy anticipation. You must establish confidence in yourself — make them feel that you enjoy what they enjoy, and there is no better way than by heartily entering into the spirit of a good wholesome game. Having thus established yourself as one of themselves, their affection and trust gained, you can lead them gradually to other interests. Such games as "Twenty questions" not only develop the memory but arouse an interest in subjects which you can refer the children to the proper books to learn more about.

Mr. BIRTWELL: The oversight of the visitors is an extremely important point in the management of the libraries, and Pittsburgh is fortunate in having Miss Sackett's whole time devoted to home libraries. In Boston we now have 60 active libraries. It is our hope to engage a second paid general visitor and increase the libraries to 100, and then assign only 50 to each general visitor. Experience seems to indicate that one competent person can stand back of not more than 50 libraries; in some cases even less than that number. There is infinite detail in really successful work. We must try to strike deeper and deeper into the life of the children — to touch them in a greater variety of ways. More and more we are trying to get the visitors to come to us at our office and discuss individual children, their future, their situation, what may be done for them. We have a meeting of the volunteer visitors once a month, and once a year or so we gather the members of the libraries together and have a general entertainment. Every spring we have two flower sales, one at the North end and one at the South end a week later, and in the fall all children who can bring live flowers bought in the spring are invited to a little festival and collation.

The discussion was characterized by marked interest in the subject, by an intelligent appreciation of the chief difficulties in Home Library work, and by a readiness to share experiences which it is impossible to reproduce in a printed report. During a short intermission Miss Sackett's display of street literature was examined, the tentative fiction lists were distributed, and an opportunity was given to all who

did not care to remain through the Round Table discussion to withdraw from the room. The

#### ROUND TABLE DISCUSSION ON CLASSIFICATION AND CATALOGING OF CHILDREN'S BOOKS

was opened by a communication from Mr. BRETT, who stated that the Cleveland Public Library and the Carnegie Library of Pittsburgh have planned to collaborate in printing cards for a dictionary catalog of juvenile books, with simplified subject headings, the cataloging being done in Cleveland and the printing in Pittsburgh. These libraries find it desirable to supply each of their branches with a catalog of this sort, and believe the plan of co-operation to be practical. It has been suggested that other libraries may be glad to secure sets of these cards. The greater part of the juvenile collection of the Cleveland Public Library has been very fully cataloged within the past two years, and considerable study has been given to the question of simplified subject headings. Library School rules are followed as to form. Subject fullness of names is given, and no imprint except the copyright date on the author card. A. L. A. subject headings have been used, except where it has seemed wise to simplify. Such variations have been adopted as: "Airships," "balloons," for "Aerial navigation;" "Drinks" for "Beverages," "Housekeeping" for "Domestic economy," "Manners" for "Etiquette," etc. Additional headings have been used, such as specific names for flowers, trees, birds, etc., names of holidays, names of common articles and of ethical qualities.

The aim has been to bring out all material which may be of service to children or teachers, and analyticals have been made very freely. In all cases where a simplified subject heading is used, the A. L. A. heading follows in parenthesis, and cross references are made.

Cost of the cards will depend partly on the subscriptions received, and will probably not be over one cent per card, provided 50 sets are subscribed for. The charge includes only the cost of the additional work required, for the two co-operating libraries bear all cost of composition and getting ready. Subject cards are not duplicates of author cards, which increases the cost somewhat.

The catalog will be enlarged by adding all

books contained in the Carnegie Library children's collection not already cataloged for the Cleveland library, and will be kept up to date by cataloging the important children's books of each year.

It is intended to prepare a list of 1,000 volumes which are considered valuable in the two co-operating libraries, and are believed to be in use and approved by most of the libraries in the country. Copies of this list, when ready, will be sent to all applying for them. Cards will be printed for books in the list first, and subscriptions will be received only for entire sets of the cards for these books. Subscriptions may be extended to include the cards for the entire collection, and all subsequent additions, at cost; but if the number of subscriptions drop off after the completion of the first lot of one thousand, the cost per card will be somewhat increased.

Applications for the list of books, or for sample cards, and all subscriptions for cards, should be addressed to Edwin H. Anderson, Librarian Carnegie Library, Pittsburgh Pa.

Samples of the cards were distributed.

G. M. JONES: I think it is a great mistake to adopt subject headings for a children's catalog different from the subject headings in the adult catalog. I do not especially champion the headings in the A. L. A., but think in the same library the same headings should be used for all departments. I have had no experience in children's rooms, but in theorizing upon the subject have thought the difficulty would be in changing from one subject to another. Children soon learn the heading to be looked for to find works on a special subject.

Miss TITCOMB: We have no special children's catalog, but use cards of a different color for children's books. The books for the youngest children are on yellow cards, and for children from 12 to 18 years on blue cards. The children like to pick out the colored cards and if they can find one on a book on meteorology there is not the slightest difficulty in their learning to use the catalog retaining the same subject headings. It has occurred to me that in printing the cards of Mr. Brett's catalog for use in libraries where they are to be used with the main catalog it might be a good scheme to print on a card of some distinctive color.

Miss OLCOTT: Mr. Jones' argument seems to me to be in favor of more simplified headings

for the adult catalog. If we simplify these our catalog will be more useful both for adults and for children. A children's catalog is more of an index than a catalog and so it is better not to use Latin words for the ordinary subjects children ask for.

Mr. ANDERSON: Colored cards will be a physical impossibility in our scheme. Of course the expense would be very much less if it was not that we are printing subject headings on the cards. It will not be necessary to write in subject headings.

Miss CLARA HUNT then gave a summary of her paper on the "Classification of children's story books," printed in *Library Journal*, February, 1902, which was followed by a brief discussion. The necessity for adjournment cut short the discussion, which it is hoped may be taken up more fully at a future session.

#### SECOND SESSION.

The second session of the Section was held in the Oceanside Hotel Casino, on the afternoon of Thursday, June 19. It was devoted to the subject of evaluation of children's books from three standpoints: from the point of view of the literary critic and the student of children's literature, in a paper by Mr. Charles Welsh; from the point of view of the children themselves, in Miss Hewins' report on a list of children's books annotated by the children's comments; and from the point of view of children's librarians, in Miss Eastman's report on the list of juvenile fiction.

CHARLES WELSH read a paper on

#### THE EVALUATION OF CHILDREN'S BOOKS FROM THE POINT OF VIEW OF THE HISTORY OF LITERATURE FOR CHILDREN.

(See p. 76.)

Miss CAROLINE M. HEWINS presented the

#### REPORT ON THE LIST OF CHILDREN'S BOOKS WITH CHILDREN'S ANNOTATIONS.

(See p. 79.)

In response to a call for a rising vote of those who would be sufficiently interested to send children's comments to Miss Hewins during the next six months, about 40 rose.

Mr. WELSH made a brief statement of his experience in England 25 years ago in endeavoring to secure spontaneous comments from boys



and girls with regard to the books they were reading. The experiment was based upon questionnaire which were sent to a number of English schools. Comparatively few of the answers accurately reflected the child's own impression. In Mr. Welsh's opinion written questions would always be unsuccessful. He considered the most valuable data was to be obtained from the verbal expression rendered offhand by the children when selecting their books.

Miss LINDA EASTMAN presented the

**REPORT OF EDITOR OF CO-OPERATIVE LIST  
OF JUVENILE FICTION.**

It was recommended at the meeting of the American Library Association last July that a co-operative list of juvenile literature be made by the children's librarians and others interested in the work with the children. The list was to represent the combined judgment of those who know the books both from actual reading and from use of them with the children, as to their literary merit, moral tone, and interest for children.

It was decided that it would be best to begin with the juvenile fiction, and as the opinions were all to be based on personal knowledge, to make up the first preliminary lists with those titles already best known to the largest number. With this in view, three sets of blanks were prepared, which read as follows:

**RECOMMENDED.**

The books listed below are among those which, from knowledge based on actual reading of them, as well as observation of children's reading, I should most unhesitatingly recommend for a small selected list of the best juvenile fiction.

Signature \_\_\_\_\_

Address \_\_\_\_\_

**NOT RECOMMENDED.**

Some of the books which should be excluded from a carefully selected list of juvenile fiction.

Signature \_\_\_\_\_

Address \_\_\_\_\_

**DEBATABLE.**

The following are books which seem to me to be of doubtful value, and about which I shall be glad to have the opinion of children's librarians in general.

Signature \_\_\_\_\_

Address \_\_\_\_\_

These blanks were sent out to about 175 libraries with the request that they be filled out by the children's librarian or whoever in the library was best informed on the children's books. An endeavor was made to reach those libraries most actively interested in this work; as no accurate data for making it complete could be found, the mailing list must necessarily have contained some omissions which it is hoped will be rectified in the continuation of the work. About 100 of the blanks were returned with lists, and in many cases where no lists were sent a regret at being unable to co-operate was accompanied by an expression of interest in the work.

The returns, when tabulated, showed nearly 1,000 titles. Of these about 200 were discarded, being non-fiction and adult fiction uninteresting to children. Many books recommended by some were considered doubtful or objectionable by others, and the lists, when reduced to those titles upon which there was substantial agreement of recommendation or disapproval yielded 277 titles recommended, and in the "not recommended" list 42 entries, eight of which were authors whose works were all included, the remainder being individual titles. These lists were printed and sent out for careful criticism to all who had made the first returns. On the first of June the final returns were tabulated, and the results of the recommendation after all books objected to were eliminated is given in section I of the printed list.\*

There has been evident on the part of some contributors an extreme caution in the recommendations which, while counteracting any tendency toward carelessness on the part of others, has also limited their helpfulness. Many books were recommended as good books simply because they were not bad, because they contained nothing which could be objected to, while in fact they do not contain anything in particular of which to approve. This first list of 100 books I believe still contains some books whose interest is not great enough to warrant their being given a place in a small selected list of the best stories.

Opinions on the "not recommended" list were much more nearly unanimous.

\*The printed list was distributed among those present at the meeting.

There were next selected from the debatable list those titles on which the majority of those who reported were agreed as to recommending or excluding, and these lists were sent out on May 29 preparatory to any discussion at this meeting. All remaining titles on the debatable list upon which reports had been at all general are included in the sections 4, 6, and 8.

As the list was to represent a consensus of opinion, the editor's work to this point has necessarily consisted entirely of collecting and submitting those opinions. In the course of the work, however, certain facts have become apparent which should now be formulated into statements.

First, and of utmost importance and promise in its bearing upon the project of an evaluated list of juvenile literature, is the very serious interest manifested by all concerned; meagre as are the results of this first year's work, the vital importance of putting good books into the hands of our children is so fully recognized that the obstacles in the way of more rapid progress on the work must be overcome.

Chief of these obstacles is the lack of any uniform standards of judgment on the part of those co-operating. As such standards can only be established by a comparison of opinions, the work of this year has of necessity been largely that of preliminary preparation. There are many books on which individual opinions will always differ hopelessly, and it is probable that the debatable list will remain a long one; but the lists on which all are agreed, which represent a consensus of opinion based on actual knowledge, — these lists, even though they be short, will furnish safe standards by which other books can be judged, and will be of the greatest help to the younger assistants who are specializing in the children's work. This function of the co-operative list, as the means of establishing uniform standards for the evaluation of the juvenile books, is, to the mind of the editor, by far its most important one. Good lists of juvenile books already exist, and the good judgment of the compilers of these lists must bear great weight in any co-operative work, but in the co-operative work the comparison of opinions should be helpful to others in forming their own opinion and establishing principles for their guidance. It is with this in mind that the recommendation

is made that the list submitted be held over in tentative form during the coming year, with a final revision in time for a report at the next annual meeting, and that some discussion be given here as to what, in reality, constitutes a good juvenile story, and what are the elements which should be considered in juvenile fiction, using the books in the list in illustration.

One other recommendation seems in place here. It will be some time before anything approaching an exhaustive evaluated list of juvenile fiction can be completed.

The new books are the ones which are most difficult to select. Cannot a practical plan be devised for co-operation in the evaluation of the current books? The strong arguments which have been brought forward during the year against the purchase of ephemeral fiction apply with even greater force to juvenile fiction: it would seem to be an easy matter to at least decide that no juvenile fiction should be duplicated for our libraries until it had been read and reported on somewhat generally by a reading committee of children's librarians. The need of such co-operative work is keenly felt by most of them, and there seems to be no serious obstacle in the way of its accomplishment.

It was *Voted*, That the report of the committee on the list of juvenile fiction as submitted by Mr. Dana at the first session, together with Miss Eastman's report, be accepted, and that the thanks and appreciation of the Children's Librarians' Section be extended to the committee and especially to Miss Eastman for the painstaking and arduous work expended in the preparation of this tentative list.

A committee of children's librarians consisting of Miss Hunt, Miss Power, and Mrs. Maltby was then appointed to continue the work upon the fiction list during the coming year. Mr. Dana recommended that the Library Department of the National Educational Association be informed of this work, as it was exactly the sort of undertaking to interest the school people of the country, and it might be possible to secure welcome support in its execution.

Miss OLCOTT: Did the committee decide upon the number of titles to be included in this list?

Miss EASTMAN: No: it would be a good thing for the incoming committee to decide upon the length of the list; it should be a short one.

Mr. WELLMAN: I should advise making the list with simple annotation, getting it up so that any library could buy it cheaply, keeping it fresh, up to date, and choosing good editions. It ought to be a great saving of time and expense in many libraries.

Mr. ELMENDORF: Lists of any kind seem to me almost worthless for children's use. They want the books themselves on open shelves. Lists are useful to teachers and librarians, but it is preferable for children to learn to use the card catalog.

The rest of the meeting was devoted to discussing the merits and defects of some of the books on the "debatable" list, which was generally conceded to be made up of more interesting books than those on the "approved" list. The "Rollo" books, the "Katy" books, the "Peterkin papers" were restored to favor. It was suggested that the children's librarians, like the children in making comments, may have been self-conscious in making up the estimates from which their list was compiled, although as it stands the list represents the opinion of many who are not children's librarians. Miss Hunt, on behalf of the committee, asked to have the lists checked up after thoughtful consideration and mailed to her, in order to give the committee a broader basis on which to continue their work during the coming year. In closing the discussion, the chairman called attention to the danger of allowing good books to drop out of lists through a lack of personal recommendation on the part of the children's librarian. Children need to be introduced to a great many books, and the introduction must be made by the children's librarian, who should be mindful of the needs as well as of the desires of the children.

At the close of the second session a business meeting of the active members of the Section was held.

#### BASIS OF SECTION MEMBERSHIP

was defined as follows:

Active members shall consist of children's librarians and those library assistants whose entire time is given to work with children in libraries and schools.

Associate members shall consist of: 1. Assistants, a part of whose time is given to work with children in libraries and schools. 2. Librarians and others who wish to identify themselves with the work of children's librarians.

#### READING FOR THE YOUNG.

A recommendation made by Mr. Fletcher in the report of the Publishing Board was brought to the attention of the Section. Mr. Fletcher stated that the Sargent list of "Reading for the young" was now out of print, and recommended that the work of preparing a new list be presented to the children's librarians.

It was *Voted*, That the Section undertake the preparation of such a list, and that the selection of the books be determined by a committee to be appointed by the chair and announced at her convenience. It was recommended that a strong effort be made to get a sufficient amount of work done on this list to make it available for use in the juvenile part of the "A. L. A. catalog" for 1904.

It was decided to refer all business arising in the formal sessions of the Section to meetings of the active members, in order to conserve time for the discussion of subjects noted on the program. The

#### COMMITTEE ON NOMINATIONS

reported the following names: chairman, Frances Jenkins Olcott; secretary, Alice D. Jordan. Miss Olcott declined to accept the nomination, on the score of the very exacting demands of her own work during the coming year. The committee presented for alternate Miss Mary E. Dousman, of Milwaukee. The officers were elected by unanimous vote.

The Section is now fairly organized by virtue of the special section registration effected at this meeting. Twenty active members and 120 associate members were registered.

It is highly important that all children's librarians should be registered in the Section as soon as possible, in order to increase the effectiveness of the section work. Names for membership may be sent to Miss Alice Jordan, Boston Public Library.

## STATE LIBRARY COMMISSIONS ROUND TABLE.

A "ROUND TABLE" meeting for the discussion of the work of State Library Commissions was held in the parlor of the Hotel Hesperus on the evening of Thursday, June 19. Melvil Dewey acted as chairman, and after opening the meeting called upon JOHNSON BRIGHAM to speak on

## THE CAMPAIGN OF EDUCATION BY THE STATE LIBRARY COMMISSIONS.

JOHNSON BRIGHAM: Having watched the trend of legislation and been associated with legislators in both the East and the West, I have come to the conclusion that legislators are the same everywhere: well disposed toward libraries, but not intensely in earnest in their support; willing to vote appropriations for library commission work—provided always that there is likely to be any money left, after appropriations are made for state fair pavilions, for new buildings and additions for penal and charitable institutions, for new public buildings, and the improvement and decoration of the old, and for the support of various other commissions, from those of inquiry into financial and social conditions down to those which regulate the barber's profession.

The campaign of education must be carried up from the kindergarten, through the schools and colleges, out among the masses into the farmers' institutes and granges, the labor unions, the practically religious organizations that are giving daily demonstration of the large amount of Christian work left undone by the churches, into the women's clubs—that yet unmeasured social force for good in our community life—and lastly—but far from least—into the state legislature—whence comes the means whereby commissions live and work and grow in their capacity for public service.

The chief obstacles in the way of success in legislation are lack of knowledge and consequent lack of interest, or almost equally disheartening, misdirected effort to serve.

The shortness of the average legislative career suggests to the earnest worker for results the necessity of a radical modification of the

general campaign when legislation is the end to be attained.

Like Grant at Donelson, the lobbyist for library legislation must move on the enemy's works at once, and the move should be on the weakest point in the defence. What is that weakest point? Fortunately for this outline of tactics, it is the same everywhere—the individual legislator's dependence on popularity at home, and consequent sensitiveness to local "influence."

The campaigner must not neglect the use of any of the usual means.

He must select the right man in the Senate, and in the House, to father his measure, and he would do well to select one of the two who will be satisfied with nothing more than results.

Our lobbyist must see that an early hearing is given his cause by the committee, or far better, by a joint meeting of the Senate and House committee to which his measure is referred, and the presentation of the case should be brief and pointed, and well backed up by a presentation of facts and conditions warranting the legislation prayed for. A few representative women and men as backing, with the best talker in the State Federation of Women's Clubs to deliver your peroration for you, are aids not to be disregarded.

But the real campaign is not there. One strong letter from an influential citizen causes the indifferent legislator to look around and make inquiries. A dozen urgent letters arouse interest. Forty or fifty letters will cause the once indifferent legislator to wonder how anybody can be indifferent to a cause so noble!

If doubt still remain as to success, there yet remain the visiting delegations. A series of cards sent in to the senator, or representative, followed by an earnest inquiry after the measure, with an incidental reference to the local importance of the bill and a direct appeal for increased activity, coupled with assurances of the gratitude with which everybody at home will regard his efforts,—all the purely legitimate means to the accomplishment of desirable ends are reasonably sure of success.

But the campaign of education when carried into legislation should take a wider range than an attack upon the public treasury. We should not be satisfied with a clever vote, nor with a vote prompted by desire to win popularity at home. Our best results will come when we can acquaint our legislators with the real quality and value of the work we are doing, and what it means to the state at large, and to their own community.

The CHAIRMAN: We will ask Miss Hoagland to speak to us on this subject.

Miss MERICA HOAGLAND: What I have to say seems to group itself naturally into the "Who, when, what" order.

*Whom* shall we educate in this campaign? First, begin with the individual. We have found in our state work that it is better to interest, first the individual in any given town and from this individual, go to a little larger circle and from that circle to a mass meeting of the people. How shall we educate the individual? This is a matter, of course, of entirely personal arrangement, for we can interest the individual in various ways. Do not wait for formal occasions. It has seemed to me that the best results come in a by-the-wayside talk. We may meet some one and ask "Have you a public library in your city, and if not, why not?" In that way we may start the interest of the individual; which will likely lead to correspondence and possibly to an invitation for the organizer or a member of the state commission to visit a particular locality. Working from that individual, we can soon work through a larger circle and then again through the mass meeting.

I think that three visits to a community desiring to be interested in the organization of public libraries, are quite necessary. These three visits may have to be compressed into one day. I think the following should be the order of the three talks that should be made: first, to the individual, then to the larger concourse of people, then to the citizens. Beginning with the individual, one may soon learn the local conditions, but we should not attempt any work in educating people until we have ascertained exactly what these are. The local conditions in one place may not be the same as in others. We have to fit the kind of education to be given to the need. What will be best for

a small country community will not answer, of course, for a larger city population.

Working out from the few into the mass is a very interesting process, and I think no better illustration can be given than in the matter of the town of Greensburg, Indiana, which was mentioned this morning in the list of gifts from Mr. Carnegie. The first visit was to render assistance to the librarian of a school library. There I talked to the superintendent of schools as to the desirability of a public library in that place. He expressed an interest in the matter, and the cause was further advanced by a visit to two or three of the interested citizens. Then I was asked to give advice concerning the laws of Indiana under which a library could be organized in that place. That first visit I counted the visit to the individual. Then came the visit which was to be made to the larger group, and to the mass. In the meantime Mr. Carnegie generously donated \$15,000 to Greensburg. The mayor's meeting and the meeting which had been called by the women's clubs were merged into one and I expounded the library laws as best I could. Finally the council threw the responsibility of establishing a library in that place upon the people, and by popular election the matter was to be decided. Then the library committee telephoned into the state commission's office and asked me to come and talk to the people of Greensburg as to the desirability and value of a public library. That done, the election was carried.

*When* shall we educate? At opportune times. I have found that the pressing of the matter of the value of a library at inconvenient times has worked a very disastrous result to the project. You go into the office of a busy man and find him engaged in such a manner that he cannot possibly pay attention to you, and it is not a satisfactory visit either to you or to him. It has seemed to me that the evening is the better time to arouse interest. It finds people more at their leisure; they are through with their day's occupations; their evening meal has been finished, and they are ready for what may be presented. It is not, however, always possible or desirable to arrange an evening meeting. The Farmer's Institutes are the very best sort of places under "when." In the Farmer's Institutes we can interest the farmers and the rural districts in the matter of

travelling libraries — and the travelling libraries are only a make-shift toward the establishment of more permanent libraries. Through the Teacher's Institutes very good results may be obtained, and also at the State Teachers' Associations. Talks to the students in colleges and in the normal schools, addresses to the women's clubs, in local or state meetings, — all of these are agencies through which we can arouse and interest the public.

Of *what* shall this education consist? Why does the state educate its children? Because their ignorance would put the state in jeopardy. That, it seems to me, was the keynote of the discussion introduced by Dr. Canfield last evening, and I believe it should be the basis of what we have to say in this matter of the education of the public in regard to public libraries. They are a part of the educational system of our state. We must lay that down as an underlying principle, else I think the library system as a system will surely fail. I think it has been the cause of failure in preceding movements of many of our states that libraries have not been placed upon educational bases.

This education must also carry with it some indication of what our state library commissions and our state library associations are doing for the people of the several states. I find in going through our state that there are many of the communities not even aware that we have a Public Library Commission or how long we have had one, or for what the Public Library Commission was created.

Then, in telling what the organization and reorganization of public libraries really means, emphasis must be placed on library training. That is one of the points that we must bring forward if we would educate the people to the highest appreciation of a public library. In the past all that has been thought necessary has been to have a custodian in charge of the public library. To deal out books over a counter has been the one function for which the librarian or custodian was appointed, but now through our regular library schools and through our summer library training schools we must show to the people what that training means. I believe that not until our librarians can so relate the libraries to their respective communities that they can see the value of them can we attain the best end and enlist the interest of the people.

As to the results, it seems to me that we are all too anxious for the results. I believe that our work well done should rest just there. I believe the results are the responsibility of the others. The very anxiety which sometimes comes to workers in this general field of library labor I think hampers their future usefulness and wears them out. I believe that, having done the best we can with this work, the responsibility for the results should not be ours, but if we would educate the people ten years from now, let us begin now.

The CHAIRMAN: The topic is now open for discussion.

F. A. HUTCHINS: I recognize there are differences in conditions, but I think we very often cheapen library work by arguing too much for it. You know the story of a little boy who went to school and returned in a disgusted frame of mind. They asked him what he had learned and he said, "The teacher taught me what I always knew before." If you want people to work for you and with you in philanthropic work, assume their interest. That is often the quickest way to get it. In this matter of getting libraries for small communities I find too little said about interesting business men. I would rather spend my time with the one man who influences a hundred men than to keep running round after the hundred. I have stopped going first to address mass meetings in small communities. Let the mass meeting come later. Get your business men together. The business men do not come to the mass meetings; they leave it to the women. The women want to raise a library by ten-cent shows, and they frequently raise a ten-cent library. Get the business men together and say to them: "Such and such communities the same size as yours have good libraries. Those communities raised \$2,000 each; surely you have as much public spirit." I went once to a little community which was trying to raise \$100 and had asked me to help them. I went to see a business man, a banker, who said: "Oh, we have tried libraries; we have had a number of them; I have lost my interest; we raised \$100 for one." I said: "I don't wonder you lost your interest. I don't want that kind of a library." Finally he said: "If they want to raise \$100 I will give \$5." I told him: "Mr. Smith, there is a train that leaves here in half an hour. If you will give

\$100 I will stay, if you won't I will take that train." The result was that the business men raised \$1,900 and another man gave them \$6,000, just because they were so much interested. We cheapen library work by assuming that we need to argue its advantages in this day and generation, and we cheapen it by assuming that a good library in a community can be started by a little enthusiasm, a few old books, and almost no money.

JOHN THOMSON: I want to endorse Mr. Hutchins' remarks. You cannot do anything without finances. Do not ask for the minimum, but ask for large subscriptions. Take your hat in your hand and do not argue, but say: "This is a good thing. I know that you believe it is a good thing. Please help us," and I believe the work will prosper and prosper speedily.

Miss HOAGLAND: Do you not think it a very good thing to have systematic visits from the library commission? For instance, our State Superintendent of Public Instruction is supposed to visit all the ninety-two counties in Indiana in two years. If the Public Library Commission could cover the ground in the same way, there would be a sort of a campaign of education.

The CHAIRMAN: I do not believe the work can ever be done satisfactorily in any other way. You cannot do by correspondence or by print what you can do by personal contact, and when the work is organized in any state it soon demands the travelling librarian even more than the travelling library, putting him into personal contact with those communities. We are following exactly the experience of the schools. The School Commissioner and the State Superintendent and the Institute Conductor—those classes of people must be duplicated for the libraries and they must systematically cover the whole state.

The chairman announced the appointment of

#### COMMITTEE ON NOMINATIONS

consisting of Mr. Hutchins, Miss Hoagland, and Miss Hewins.

Miss SHARP was called upon to speak on

#### SPECIAL LIBRARY TRAINING FOR STATE COMMISSION LIBRARY ORGANIZERS.

Miss SHARP: I can say nothing practical, because so far as the Illinois State Library

School is concerned we have as yet no state commission; but I believe that there is great need for special training in the schools. It seems to me that the New York State Library School is peculiarly fitted to give those special courses.

Miss AHERN: I would like to ask for a little information as to just what such a course as that would cover. It seems to me that the personal element is so large a factor with the people who are going to take up organizing work that I do not quite see how you are going to teach the art of successful organizing in your library school. How would you go about training organizers for a library commission?

The CHAIRMAN: First, catch your hare. Get only those who have executive qualifications and take up with them all the questions of inspection, preparation of reports and returns, supervision of lists of books, help in regard to buildings, stimulation of interest, raising of funds, etc. Instead of studying cataloging and classification, study the work that has to be done by inspectors and commissions. The advantage in Albany is, of course, that our students can be studying our state system in actual operation.

We should discourage any one taking up the course who did not give some evidence of special fitness. Otherwise the requirements are those which are usually required for admission to the school—graduation from a college recognized as maintaining a high standard. We take that as a basis. In some cases we should be more inclined to encourage a man who had had successful educational experience or had done executive work elsewhere. His greater maturity and experience would be of advantage in that case.

Mr. BRIGHAM: An important feature of this work would be the study of library architecture. Most of our architects have had confronting them the last year or two the fact that there is something more needed for library purposes than simply the drawing of a pretty building. The library schools should train people so that they can instruct architects in the proper working of libraries and can intelligently insist on having things right instead of having things wrong. Some of Mr. Carnegie's gifts to our state have been neutralized in part by the failure of architects to

appreciate that the interior arrangements are the things needed.

Miss FRANCES B. HAWLEY: In the case of one who has not had some actual experience in library work, would not the trustees of libraries to be organized feel that they were being experimented upon, if their organizer was simply a person of college education and special training without any actual experience, without having tried certain methods in certain places and found them unsuccessful, and other methods in other places and found them successful?

Miss AHERN: I do not believe you ought to take college graduates for that course; it ought to be limited to people who have tested in the actual field of work not only their own ability, but the wants and wishes of the people. If there is any criticism to be made on the library school people it is that they do not know people as well as they know books. If they are to deal with people primarily they ought to have a wider knowledge of human nature than the college graduate possesses, even a Ph. D. with a library school diploma in his hand. I think you would do well not to let that kind of people go into that work until they have had some actual experience in actual library work.

The CHAIRMAN: Go back to your school parallel again. If a man has taken a course for a superintendent's position he does not expect to go out as a superintendent at once. He expects to teach for a time. If you take a college education as the general basis, then a library school course of two years, then from two to five years of successful experience in a library, you will get good material for this special course for supervisory work.

Let us now take up the general subject of the education of librarians, assistants, and trustees by round tables, institutes, etc. We all understand the work of the library schools and of the summer schools. Now it is a serious problem for those of us who are engaged in the state library work to what extent we are to encourage the formation of library schools. There is need for more workers than can be supplied by the well equipped schools.

We cannot get enough people who will take the full college course and full library school training to do all the work that is to be done in our libraries. We must either have it done

by people who have no training, or else by those who can take only superficial training. We constantly receive propositions to establish small schools or training classes at a good many points, but at no single place is there any provision for a faculty. Now, to what extent shall we encourage the formation of weak schools because we have no others? To go back to the school system again, is not a poor normal school or training class better than none at all?

Miss HOAGLAND: We have to meet the condition as we find it, not as we would have it. In the work in our own state we feel that we must raise the standard of librarianship in the small libraries, and that such training as we can give in the short course is better than no training at all.

The CHAIRMAN: Another question that we ought to consider is: Shall we multiply schools or shall we increase the numbers in the existing schools? My own impression is that we would get better results to concentrate on a few points and build up larger schools with better facilities, making them in every way stronger. But there is a certain amount of state prejudice. The same thing crops out in other ways. Let one state make a list of books and an adjoining state is prone to do that same work, and perhaps not do it half as well, so as to have their own list. There is a kind of state pride that prevents some states utilizing the work done by other states.

Miss AHERN: Why not ask for state normal schools for training librarians?

The CHAIRMAN: That is what we have in New York. The state library school is a state normal for librarians.

Miss AHERN: I mean branches of that in various localities.

The CHAIRMAN: Branches of the normal school?

Miss AHERN: Instead of two years in Albany, have one year in separate localities.

The CHAIRMAN: Do you mean to have it connected with the normal school or only on the same standing with the normal school?

Miss AHERN: On the same standing.

The CHAIRMAN: I think we all agree that we should keep the library movement distinct from the school movement, but this is a suggestion that the state establish in different parts of the state these normal library schools,



just as there are in this state eight or ten normal schools now, and we have thirteen in the state of New York. I do not believe that is wise. When transportation was so expensive you could do it, you could carry your school to the people; but now that travel is so cheap and so quick you can get great deal better results to concentrate—that is, you can more easily bring your students to the strong central school than to divide them up among many weak schools.

Miss HAZELTINE: I wish to say a word about the summer school last summer at Chautauqua. We tried the experiment of starting a summer school for six weeks, to carry out the idea that Miss Hoagland has already brought out, that the object is not to create new conditions, but to help those that already exist. My heart goes out to the librarian of the smaller library, because I am one myself, and I know all about the difficulties of the work in the small libraries, where one is away from other libraries, without any one in the town who has any inspiration or desire to help, where you must do all the technical work yourself, give out the books yourself, do the reference work yourself,—in fact, you must move the whole institution and introduce it to the town. There are many working in that way throughout New York State, as there are in every state in the Union.

We were much pleased with the result of the school last year. It was the first year that a summer school was conducted at Chautauqua. We thought that if twelve pupils came we would have a large school for the first year, but we had forty-one, representing twenty states. They came from Texas, Florida, Colorado, Idaho, Nebraska, and Montana, besides Massachusetts and Connecticut and New Jersey and Delaware and the South. We taught as much cataloging and classification as we could in the time given, and shelf listing and accession work and reference work as we could, and we gave as much help and inspiration to these pupils as we could. We had librarians come from a distance—Mr. Dewey, Mr. Peck, Mr. Elmendorf, and several others. Those forty-one pupils went home with a new inspiration. I have had letters from them all the year. The keynote of our school was not to take those who had never studied library work. Our requirement was a high school education or an equivalent, and some experi-

ence in library work, in order that the work could be established on a high basis at once. It may be interesting to you to know that one of the pupils was an attendant at the first American Library Association in 1876 and a subscriber to the first year of the *Library Journal*. I had a most appreciative letter from him a few weeks ago saying that besides carrying on the full work of a teacher in a school near Philadelphia he was also expected to be the librarian, and he had reclassified the library, had made an accession book and a shelf list, and he was engaged in making a card catalog.

That is the work we are endeavoring to do in the summer schools—to help those who cannot take the time to take a year's course or a two years' course, but can be aided by a six weeks' course to get an idea of what modern library work is and to get inspiration for the work. Possibly, as the years go by, we may have a second six weeks' course. Our clergyman at home, who is a rather noted minister, spent six or eight weeks last year at Cambridge studying in the summer school. He said he was in a small place and therefore he must have some inspiration from the professors in Harvard. If eminent divines can go to summer schools in this country or in Europe, why should not the librarians of the smaller libraries, who need help and inspiration, do the same?

Miss SHARP: I should like to call attention to a new feature in the work of the Wisconsin Summer School which seems to me admirable, and that is the giving of supplementary courses. They started with a general outline course, but this year the Wisconsin Summer School is to give a supplementary course on the special subject of public documents. The Iowa Summer School is to give a supplementary course on the special study of children's work. I know the purpose of those two summer schools is to continue this plan with the hope of bringing back their students so that none of them will be in danger of thinking that he or she has had a complete course in six weeks. It is to keep hold of the students and encourage them to read and study during the year, and then to come back each year for some special subject which will be given. It seems to me a decidedly new feature of the summer school work—one which leads me to believe in them very much more strongly than I used to.

Mr. EASTMAN: I wish Miss Hazeltine would tell us about the library institute she conducted at Olean.

Miss HAZELTINE: Where shall I begin — there is so much of it? In all the institutes held in the state we had two study sessions and one session for inspiration where we endeavored to reach the town people. At Olean, in the sessions of which I had the honor and pleasure of being the conductor, we met in the afternoon with an audience of about thirty-five, representing twenty small libraries in four western counties called the "benighted district" of New York State. We met in the reference room of the town library in the midst of books, so that was the first point in our favor, — we had the influence of books about us on the shelves. We carried out the program just as it was laid down, that the students might know what was expected of them. We began with laying down some principles as to the collection of books. It was astonishing to see how those people who had come together for the first time, not knowing each other, were willing, after an introductory talk, to ask questions, because things were said and principles laid down that had never entered their minds before. They had never thought that there was an underlying principle in the selection of books — that they need not select books from the advertisements they saw in the papers, or from what people said about them. They learned that there was a difference in editions, that they could buy fifty books with fifty dollars instead of twenty-five books, if they bought the cheaper editions. They thought they must order through a book agent, — none of them had any local bookstores, — but we showed them that they need not buy of every agent that came along. We discussed the technical construction of the accession book, which is required in every New York library that receives money. We gave them a new idea about the accession book, showing them that it is the basis of insurance. Most of them had their libraries in poorly constructed buildings, or in frame buildings in which there were various other institutions, such as a post-office or a grocery, and which would burn easily. We showed them that the accession book must be kept carefully in a safe or carried to another building, because if the library burned

the basis of insurance would be on the accession book. Then we went on to discuss the correct method of cataloging and classification, and the eagerness with which those people asked questions and the desire that they expressed to go home to carry out the ideas was remarkable. Then we had our little evening reception where they met one another and became better acquainted, and they left very eager to come again next year. We are invited to hold the institute in another town next year. We had in our audience one man with his wife who has started a library on his own ideas, because he feels his little town needs it. He shut up his shop to come to that institute and he brought his wife, who left her bread-making and sewing to come with him. They took notes on everything. Since then I have noticed in their local paper that they have been publishing lists of books that were suggested at the institute and have put them in the paper with some idea of classification. I have had visits from others who have come to our library to get other ideas. Just the few results that we have had in the five weeks since that institute closed have been most encouraging to us. It was a great thing for those people who have been working in small, isolated communities, needing sympathy and friendly help, to know that there were people in the world who would help them, who were interested in the same work they were doing. It was not so much the technical instruction that they received, although we hope that was a benefit to them, but it was the friendly, helpful, sympathetic touch.

There are four representatives of the Chautauqua library school in attendance at this meeting of the A. L. A.

Miss HEWINS: We had a very interesting one day's teaching recently. We heard a little while ago from the Springfield library that one of Miss James' assistants at Wilkesbarre was going to Springfield to give two or three days' instruction in mending library books. We engaged her to stop in Hartford for two days, and then we sent out an invitation to the Connecticut librarians to come to Hartford to learn about new methods of pasting and mending. About forty came and they had a most interesting and profitable day.

The chairman introduced the subject of

**REDUCED POSTAL RATES FOR LIBRARY BOOKS.**

The CHAIRMAN: In our commission work we feel the need of having the same privileges of sending books through the mail at the same rate that is allowed newspapers. Senator Lodge is warmly interested in this matter and Judge Lawrence has also introduced it into the House. President Roosevelt has also expressed a warm interest in it. If we will work together we can get that privilege. We ought all of us, when the matter comes up at the next session of Congress, to write to our Senator or Representative and show him that we are thinking about it and that we want that privilege, especially those of us in the state commissions. If every state commission would act officially this measure would certainly go through.

Has any one anything to say on this postal question? I think it would be a wise thing if this meeting would pass a vote asking the Council to ask Congress to pass a law giving us this privilege.

Mr. BRIGHAM: We cannot do much until we convert the leading men in the A. L. A.

The CHAIRMAN: Do you think that because one or two or three men object to a thing we ought to go without it?

Mr. BRIGHAM: No, but my feeling is that even if we were all of one accord in this matter and a man of as great prominence as Dr. Billings says, "I do not think we ought to ask for it," it is unfortunately the fact that one such man can neutralize our action by his negative position, especially if he is supposed to be interested and is giving reluctant testimony.

The CHAIRMAN: I assume that any one interested in public library work is in favor of having this facility for distributing books. It is simply the question whether or not books, belonging to public libraries and recognized as such, may be allowed the same privilege as the newspapers are in the way of a low rate of postage. The objections are chiefly based on theories that are not consistent with the facts. These books will be circulated within a small radius. If they were going to be sent from here to San Francisco it would be expensive, but except in rare cases the people that want

them will send for them to the nearest point. But even supposing there were a loss — in Canada and Australia and in other countries there is a provision for sending such books through the mail without any charge. How many of those present think we ought to have this privilege?

A show of hands was taken, which proved unanimous in the affirmative.

W. E. HENRY: Do I understand that the bill providing for these rates is now before Congress.

The CHAIRMAN: Yes.

Mr. HENRY: I would like to make one suggestion. The thing that is left for everybody to do is never done. If some one will keep track of that bill and, when the time comes for action upon it, send a circular letter all over the United States asking all librarians who believe in it to write to their congressmen, urging its special support and assigning the reasons for that, I believe it will be passed.

The CHAIRMAN: It is not competent for this body to promulgate anything as coming from the A. L. A. But it is perfectly proper to instruct our secretary to notify members when that bill is to be acted upon and to ask the Council of the Association to give it their support.

Mr. HENRY: I move that those who register as members of this section should ask the secretary to inform them when the proper time comes for action on this matter. *Voted.*

The CHAIRMAN: Now shall we request the Council to pass a resolution endorsing the opinion of the State Library Commission Section that pound postal rates should be granted on library books?

The motion was made, seconded, and carried.

The report of the

**COMMITTEE ON NOMINATIONS**

was presented, submitting the names of Mr. Dewey as chairman and Miss Gratia Countryman as secretary for the ensuing year. The report was accepted and the officers unanimously elected. The meeting then adjourned.

## WORK OF STATE LIBRARY ASSOCIATIONS: ROUND TABLE MEETING.

A "ROUND TABLE" meeting devoted to the consideration of the work of State Library Associations was held in the New Magnolia Hotel, Magnolia, Mass., on the evening of Wednesday, June 18. The meeting was conducted by Miss Beatrice Winsor, chairman, and was called to order at 8.30 p.m. The chairman introduced Melvil Dewey, to whom had been assigned the subject

## THE FUNCTIONS OF A STATE LIBRARY ASSOCIATION.

Mr. DEWEY: When in New York omnibuses first went on the streets, it was a great improvement. Street cars were a great improvement on omnibuses. Then came elevated railways and cable and trolley cars. Now the city is torn to pieces and honeycombed with tunnels, preparing for still more rapid transit. The work of a state library association just now is very like that of the subway in New York City. We are taking on new functions and a new conception of what library work is.

A state library association works in both directions. We had the International Library Conference in 1876; we had another in London at the time of the Queen's jubilee in 1897. We have these great national A. L. A. meetings. We have also interstate meetings — that at Atlantic City brought together delegates from half a dozen states; library week at Lake Placid drew prominent workers from fifteen states and two provinces. There will be another interstate group soon near Chicago and Wisconsin, and there will be still another in the South. We thus have these interstate, national, and international meetings above the state library association, of which this is distinctly the time. Almost every state has and will continue to have one. I am president this year of the State Library Commissions Section, and we have a full program and are doing active work, but the state library commission is merely a temporary expedient, a scaffolding to bridge us over to our permanent organization of state library departments similar to the state school departments.

In 1805, in New York City, was organized the Public School Society. It worked to establish public schools till 1853, curiously the very year that the first convention of librarians in the world was held. That year the Public School Society stopt its work and turned over its property of \$600,000 to the public, because the time had come for the public to carry on this work for itself. Like this, the state library commission is to bridge us over to our final organization, but the state library association is a permanent institution.

The library movement is duplicating nearly or quite every one of the great movements that developed the American system of public schools. The great work of the Library Association, with its different agencies, is to educate the public — individuals, communities, and legislatures — to understand that libraries are just as essential as schools, that they are costly, that they must have large state appropriations and liberal local support.

I remember at the first A. L. A. meeting in Philadelphia, when one of the most prominent proprietary librarians objected to free public libraries, I said, "You might just as well object to free public schools." He replied, "I do object. The state has no right to tax me to educate the children of my neighbor." I answered, "We rest the case there. The library stands on exactly the same plane." The American public have decided for the free public school and they are supporting it each year with greater and greater generosity. There is nothing for which taxes are paid so willingly and so liberally; nothing would so quickly create a revolution as to take away from the public the free public school.

This library movement started as the school movement started, with the voluntary association of workers who gave their time and money to educate the public to the point of taking up the public service as a public charge.

The state library association stands in the middle. Above it are interstate and national and international meetings. Below it, in its own state, we follow the same lines with the

schools. They have not only state but sectional conferences, and teachers from various counties or from neighboring towns come together to compare notes and to help each other on. After the state library association similarly come sectional, county, or more local clubs; then the individual library; then home and house libraries, thus going not only to the community with the public library, but into summer hotel, factory, farm house, and other small centers away from library privileges. Librarians are recognizing more and more the function, growing stronger every year, of guidance not alone in consulting books in the library or in borrowing books and carrying them home, but in selecting books for those who wish to buy them for themselves and make a personal library.

The state association, a voluntary union of the most active and earnest librarians, will therefore be a permanent institution, but whenever a state has its organized library department, just as it has its school department, the work of the state library commission will be merged into that. The work of the state library ought to be under a state board called trustees of the state library, or what you will; but a single body in charge of all library interests in the state. That carries with it another grave responsibility of the state association, and one of the greatest problems with which we have to deal: training competent librarians. The public school system amounted to little, till, by persistent effort of the association, and the development of state departments, of institutes, and of various other agencies, teachers were trained to their work. We are recognizing that more and more in the library field. We are still in a rudimentary stage in respect to this. The number of people who can come to library schools for two full years of professional training is very small, compared with the number that must work in libraries.

Our plan in New York is to supplement the two years' course with summer courses. We have promised for some time a correspondence course, and expect soon to begin it. It will not be as good as personal contact, but a great deal better than no guidance, and in the last few years the capacity for usefulness in correspondence teaching has been shown to be very great. Schools like the International Correspondence School in Scranton, started

merely as a business venture, have grown to immense proportions and have done a great deal of practical service; they mingle with education that fatal element of commercialism which will be eliminated as soon as the public understands its needs in this respect. Beyond that, there is the new work of this year, which Dr. Canfield will tell us about,—the Library Institutes, which have been very promising. I think we must go a step further than the institute and go to the scattered libraries with what I call round tables. We must reach not a dozen counties, but merely a few adjoining towns. Wherever we can get a dozen librarians or their assistants together, an inspector or two, trained especially for that work, should meet them for a day or two and rouse their interest and enthusiasm, answering their questions. Very likely they will be interested enough in the round table to go to the next institute, and the interest there may lead them to take the correspondence work and then they may go to the summer school for six weeks and some may later take the full two years' course. A variation that will be new to many of you we are discussing in our faculty, and I think we shall adopt, to give our summer course hereafter in rotation, or sequence. We will take six weeks one year for nothing but cataloging and classification under our best teachers and with all our facilities. The next year we will take bibliography and reference work and give six weeks of solid work to that subject. The third year we will give six weeks to general library administration, omitting classification, reference work, etc. So, in three consecutive years, we shall rapidly cover the whole field.

We have also in connection with our great Chautauqua Institution a general library school of six weeks that covers the whole field in the usual way. Our hope is that those who cannot get the full two years' training will go to Chautauqua first for six weeks and get a bird's-eye view of the whole subject. They will thus become acquainted with our teachers and they will keep in correspondence with them and read and study under their direction for a year. The next year some will take one of our three rotation courses and become more closely acquainted and read and study on those lines. The third and fourth years they can take the other courses, and thus in four years the librarian who can get away from home only six

weeks out of each year will secure, first a bird's-eye view, and then, in our three courses, with reading and study in the meantime and with correspondence with our teachers, he will be able really materially to increase his efficiency.

Thus, in a nutshell, I outline the work of the state library association as a permanent educational force. Whatever organization may come, we must always have a voluntary association in each state of those specially interested in library work who shall co-operate with the interstate, national, and international associations above it and with the sectional and local and individual libraries on the other side, that will stand constantly within that state as an advisory council, that will study all the while the wants of that section of the library field and to the extent of its abilities help to carry on this great work to which we have given our lives.

The CHAIRMAN: Mr. Dewey has so ably outlined the functions of the state library association that we must all feel that the state associations are going to do a work that the A. L. A. can no longer do. It cannot do the things it has done in the past on account of its increasing size, and the smaller libraries are certainly going to gain more from state meetings than they can from a large meeting like this, which cannot treat of technical matters and go into details in the way that the small associations can.

ANDERSON H. HOPKINS: It is a source of peculiar gratification to me to hear what Mr. Dewey has just said, because less than six weeks ago the Illinois State Library Association did exactly what Mr. Dewey said was the right thing to do, and it was done with considerable fear and trembling. The state of Illinois has been without a library commission. The state library association has made vain efforts for six years to get one, and at last it determined to be one itself, and it is now a state library commission without legislation. At its last meeting it revised its constitution, following as closely as it could the constitution of the A. L. A., and elected a council that it might thereby gain continuity of policy. Provision was also made to incorporate under the laws of the state so that it could hold property. It is now ready to get the property, and means to get it as soon as it can and begin the work of a state library commission.

Miss CECILIA LAMBERT spoke on

#### HOW CAN A STATE LIBRARY ASSOCIATION BEST AROUSE INTEREST IN TOWNS AND VILLAGES WHICH ARE TOTALLY WITHOUT LIBRARY FACILITIES?

In New Jersey, to our discredit, we have between fifty and sixty places entirely without library facilities, of over one thousand population, and New Jersey is a prosperous state with a surplus of \$2,000,000 in the treasury.

We are safe in saying that most of these places, and those in other states as well, have reached that stage in their development where they are conscious, at least, that the public library is a good thing to have. State associations, then, have never had a more encouraging outlook for their work. It is true that the treasuries of these organizations are in a state of chronic emptiness, but with some time, an organized plan of campaign, and a great deal of energy, money is not the item of greatest importance after all.

The libraries which have come into existence in the small towns under my own observation are due, without exception, to the enterprise and unselfish efforts of some one determined person. It is with the individual then that associations can accomplish their most effective work.

How is this one interested person to become known to the association? In our state the library commission employs this method: a communication has been sent to the principal of the public school of each town where there is no library asking for the names of citizens of good standing who would take an active interest in the establishment of a free public library under municipal control. A copy of the data obtained will be turned over to the secretary of our state library association. The correspondence which has been opened up in this way reveals many interesting and pathetic facts. From one place came the following sorrowful letter: "My father gave a library to this town and kept it stocked with books. When he died there was no more money, but I kept the rooms opened and gave my services without charge until the circulation dwindled away into nothing and now the library is dead too. Can your association do anything for us?"

Another writes: "We are very poor—the

two beer saloons on opposite corners of the main street have all the money there is in this town. What can anybody do under these circumstances?" And the saloon with its open fire, easy chairs, and yellow journals is indeed a formidable force in opposition to the work which we are trying to do.

When we answer the cry of the heathen we do not send a box of Bibles, much good and cheerful advice, and a cordial and pressing invitation to attend our meetings. We send a competent person to take hold of the difficulties and overcome them. Until state associations use these same methods in *their* missionary work they will not have helped the small towns and villages in the best and most direct way, for I venture to say that one such visit will accomplish more than many meetings.

This leads up to the question "Whom shall the state associations send?" and the answer is not so easy; but where there is a will there's a way, and perhaps we may find it at this meeting. At any rate, we are very clear in our minds as to the kind of missionary whom we should send. This should be an attractive, capable, tactful, and business-like person. An almost equally important point is advertising. When a business man makes a business venture he puts aside a certain sum, and not a small one, for advertising. If we want every city, town, and village in the state to know what we are for, and what we are doing, we must tell them and keep on telling them. Every well organized body has a press committee. Library associations may have them, but I have never heard of one.

Library associations can make the best possible use of the "A. L. A. tracts." They are just what the newly interested citizen or inexperienced board of trustees needs.

Library enthusiasm is, happily, the kind that is very catching, and every time the association has a meeting the state should be suffused with it. If only these meetings were not such strenuous affairs! I thoroughly sympathize with the indignant little woman from an out-of-the-way place, who said: "I didn't get up at five o'clock this morning and travel for hours to listen to papers on fifteenth century bookbindings. I want to know how to run a library." And if she had not an opportunity for getting the information for which she came the meeting was just that much of a failure.

If we are to arouse the interest of towns and villages without libraries, let us extend a cordial invitation to all, that they may be inspired with the earnestness and enthusiasm which characterizes the library profession.

Miss IDA F. FARRAR read a paper on

#### HOW SHOULD THE PROGRAM FOR A STATE LIBRARY ASSOCIATION MEETING BE MADE UP TO BE OF THE MOST USE TO THE LIBRARIANS OF SMALL LIBRARIES?

The small library, as used in this connection, contains anywhere from 200 volumes or less to 10,000 or more. In spite of the increasing number of graduates from library schools, those in charge of the smallest libraries, with salaries varying from \$5 to \$100 a year, are and will continue to be untrained people. They need then three things which the meetings of a state library association can give them: inspiration, a conception of what they may accomplish with the means at hand, and practical help in matters of detail. These we will consider in our study of the make up of the program. To rightly understand this we must go back to the program maker, who, for the sake of convenience, we will assume is the secretary and a woman. She will usually have the advice of the executive committee along general lines, but the following of details and often the suggesting of subjects will fall upon her shoulders. The secretary consequently will be chosen not only because of her executive ability, but because she is sympathetic and tactful. She will make a study of the small library and its possibilities and try to put herself in the place of every librarian she meets, from the busy housekeeper who has to answer a request for a book when her cooking is at a critical point or the baby is just falling asleep, to the trained librarian of 10,000 volumes, housed in a beautiful memorial building. Both of these people are types in every group of small libraries.

The program maker will, either through correspondence or personal visits, — the latter are preferable, — make herself acquainted with library problems in the town where the next meeting is to be held. As these are likely to be the problems of other towns, she will arrange for the discussion of at least one of them. For example: Spruceland needs a reading room: the librarian and the minister are

keenly alive to the need; the next meeting of the club is to be held there; the tactful secretary sees the opportunity to bring the matter before the people. Another town of about the same size *has* a reading room: the librarian there can tell how it was established and how it is maintained; another can discuss the relative merits of periodicals; another the matter of discipline; the minister may speak of the value of a reading room in the community as a moral power, and all this is planned for an hour in the afternoon when townspeople can be present, the librarian having previously advertised the meeting. It is quite possible that a reading room will be established in Spruceland as the result of this meeting.

The program maker will not only visit the place of meeting, but surrounding towns, for every state meeting must be to some extent a sectional meeting, since distance and irregularity of trains will seldom permit attendance from all parts of the state. If the secretary is the kind of person I have described she will not begrudge a part of her vacation for these trips. She will not only come into close touch with people engaged in library work, but will also visit ministers, teachers, and school superintendents, and will seldom meet with any difficulty in enlisting their services. She will keep a list of these people and whenever a meeting is held in their vicinity will invite them to be present and speak.

As to the program itself: once a year, at least, probably at the annual meeting if the attendance is largest then, should come an inspiring address. Some minister who is known always to be bright and helpful will give it and, with a little explanation as to what is wanted, will choose his own subject and treat it as he likes. He will impress his audience, those both in and out of the profession, with the utmost respect for its high calling.

The librarian of a small country library recently wrote the president of a club saying: "We have \$100 a year to expend for books: I have notices of 12,000 books sent me yearly, all of which are said to be invaluable to any library; how am I to choose?" Here is a chance for the library club to help, for it is a problem which comes to all its members. They may all be invited to contribute to a list of 100 of the best books of the year to be discussed at the mid-winter meeting, the time when there is the

greatest output of books and when libraries are purchasing. This list may be annotated and printed just before the meeting in some local paper, and reprints made so that each person present shall have a copy. This book talk may be a yearly feature.

The other subjects should be so far as possible along lines which members of the club have suggested. These suggestions may come in answer to a call on the program or as the result of the personal observations of the secretary or president in their visits.

Avoid fine technicalities of detail: the school graduate has no need of them, the busy house-keeper will only be bewildered by them. A discussion of the classification of music, for instance, which had a perfectly legitimate place on the recent program of a club composed for the most part of large libraries, would be utterly out of place on the program of a club composed of small country libraries. The comparing of notes as to a simple plan of classification, the repairing of books, the making of a book, the best methods of binding — these are all practical topics for any library and hence for the small one. Leave plenty of time for discussion. If the subject of the "Relation between the school and the library," which is such a favorite one, is on the program it will be worth while to devote half or even the whole of one session to it. Ask the school superintendent of that group of towns to close the schools for a half day and be present and lead the discussion from the standpoint of the school. The teachers will all be present, and if any have made a point of interesting the children in books be sure that they tell how they did it. If the secretary does not know of the work of the teachers in question let her invite one from another locality whose work she does know. A librarian will open the discussion from his standpoint. Some of the older pupils in the school will be invited, and some one who understands children will speak to them on "What we may discover in books." A teacher who attended such a meeting recently said, "If school institutes were as interesting as this library institute has been I should not dread them so."

Suppose the subject of the "Relation between the Sunday-school library and the public library" be suggested. The secretary will write to a number of towns asking questions as



to the condition of the two and the practicability of their working in common. Prominent Sunday-school workers will be invited to be present and one of their number asked to lead the discussion from that side, the librarian of a public library from her viewpoint, and as a result of the vigorous discussion which will follow, a union of the forces of both libraries will be brought about in many towns.

The program-maker has seen how much more good may be accomplished by the library in every town by the distribution of books through branches. She asks a librarian who has met with success in this matter to come to the next meeting and tell how she did it. Letters are sent out two weeks before the date set asking questions like these:

Have you any branch libraries?

Who takes care of them?

How many books do you send?

How often do you exchange them?

What is the nature of the community to which you send them?

Do the people appreciate them?

Will you not take part in the discussion of branch libraries appointed for the next meeting of the club, telling such facts as these questions call for and any other interesting ones in your experience?

This will insure discussion and be likely to result in the establishment of branch libraries.

As to the *personnel* of the program: reference has already been made to securing the services of ministers and teachers. Trustees need to be interested and sometimes to meet with a change of heart. They are likely to be prominent men and women in the town and ready speakers. Plan subjects sometimes with especial reference to them, such as "How trustees may help or hinder." Get hold of the shy people, such as the librarians of small libraries are liable to be. Find the lines in which they have achieved some success and ask them to talk or write along these lines. If they are too timid to do that, ask them to take some part in a discussion, taking care to tell them they will not be formally called upon.

A word as to the division of time in the arrangement of a program. A morning and an afternoon session of about two hours each is a comfortable division. Ten or fifteen minutes in the morning before the session opens gives people an opportunity to greet each other. If

there must be an address of welcome let it be short — not a rehearsal of the history of the town and the library since the beginning. A strong speaker at the beginning and another strong one at the end seems to give a sense of firmness. It has been proved over and over again that the life of a meeting such as we are considering is in the discussion, well conducted of course, the getting hold of theories and experiences of a number of people. Hence too many subjects should not be introduced. A new secretary is liable to be worried for fear that the material will not hold out. She needs to learn that too many courses spoil the digestion, that plenty of good wholesome food of only two or three kinds is good for the mind in the case in point as well as for the body.

An hour and a half is usually long enough for dinner and sociability and a visit to the library, which should always be arranged for. Visits to outside objects of interest, such as mills, are usually distracting, take valuable time, and are made more out of a feeling of obligation to those entertaining than from any real desire to see the place in question. Plan to close early enough to gather up the impressions of the day. That is the time to *begin* to find out whether the program has really been of use or not, and if a few words of criticism are borne to her ears the program-maker is not discouraged, but adds them to her "Notes gathered from experience." She learns to study people, conditions, time, and place, but experience is her best teacher, for

"Experience joined with common sense  
To mortals is a providence."

Dr. J. H. CANFIELD spoke on

#### THE BENEFITS OF LIBRARY INSTITUTES.

Dr. CANFIELD: It will be quite as well to put this matter in a concrete form as to undertake to speak of it in an abstract way. Therefore I will speak of the library institutes as organized and carried forward by the State Association of New York during the last year, properly during the last spring.

A year ago the Library Association of the State of New York withdrew, in a certain sense, from the state. That is, it ceased its wanderings in the state, wanderings which had been led or misled for several years under the guise of doing missionary work. It did that which

every similar state organization, I think, will find it desirable to do — established itself at a fixed point and as nearly as possible at a fixed date, so that every one interested in the work of the state association came to know just where it was to meet and when it was to meet. Having done that, it felt that it ought to make some compensation to the state for the relief from the wanderings, and so it took upon itself the organization of library institutes within the limits of New York.

The first result of that effort naturally appeared within the state association itself—the reflex action of the determination to do something instead of simply to talk. It is a very helpful thing to set one to a definite task. It gives one something to do, to accomplish; and accomplishment is a thing which interests most men and women who have good red blood in their veins. In a definite task men and women find a new thought and a new impulse.

It is not too much to say that new life came to the state association in New York from the very moment it undertook in a definite way a task of this kind. It found itself quickened by a new thought and a new impulse. I even count it as one of the most beneficial results of the State Library Institutes that they have put before the state association this definite task in this definite way.

The state was divided into ten library districts; excluding Buffalo at one end and Greater New York at the other, each of these being large enough and old enough to care for itself and for the immediately adjacent country. For each of these ten districts a secretary was appointed — some one willing to co-operate in the library work of that district, some one who would give time to the study of library work in that district, some one who would undertake to awaken new interest in library work in that district; above all, some one who would be responsible for the library institute. Suggestions and advice were sent out to these secretaries, and with their help a great deal has been accomplished. This secured the co-operation of at least eight or ten responsible, interested, and intelligent people in the library work of the state.

The state association found that this work was going to be something of a burden financially, and was to draw heavily upon the time of some of its members, but the state associa-

tion very wisely felt that it was in no danger of being pauperized or impoverished by meeting any such drafts whatever. It is almost impossible to conceive of any one's getting money into his pocketbook until he opens the mouth of his pocketbook so wide that some will fall out. He who gives is generally he who receives. That is a divine law, and it is a human law, and a natural law as well. So we have found ourselves gaining in strength, we have found the year remarkable for the inspiration which has come back to the state association directly from the institutes. That is the first result.

Now, these institutes were organized somewhat as follows: We could not hope to hold prolonged institutes, covering three or four days. The librarians could not get leave from their libraries for three or four days. The institute had to be carefully planned in order that the librarians could attend. When possible it was placed toward the last of the week so that teachers could come on their weekly holiday. We hoped that school directors would close their schools for half a day in order that teachers might be present, and some did this. Perhaps we will reach that more generally next year. Two instructional sessions were provided and one session — we didn't know exactly what to call it, and somebody suggested that we call it an "inspirational session," and we let it go at that. The "inspirational session" was always held in the evening, when we could secure the attendance of the public. The institute covered one night only, and that night was so chosen as to be as little burdensome as possible to all concerned. Into the instructional session we brought the advice and the practical active co-operation of some of the best known librarians and library workers of the state. If possible, we found a director within the district, because that meant less expense and less demand upon time. The state librarian was very helpful to us. The state inspector was present at every meeting, I think, officially and personally; and when he is present in both capacities you may know that he is a power indeed.

We brought to those meetings the simplest form of instruction, suggestion, and advice as to what may be done in and for and with a small library. We knew that if we reached people helpfully at all we were going to reach

those who could not attend such a meeting as this, or at least who do not attend it. It is proper to say they could not attend it, for it is beyond their purses and beyond the time that they are able to give. It is all very pleasant for us to come together in these great meetings. They are full of inspiration and uplift to us; we go home feeling a new pride in our profession, and we draw upon each other very heavily, and we are full to overflowing with new thoughts and with new life. But not everybody can take a trip to Magnolia or Placid. The institute is planned to give to those who cannot be here, who cannot get anything better than the institute, to get at least that.

The first benefit of the institute directly to those who participated came through the definite instruction, and suggestions that were offered. The second benefit was along the line of question and answer. It was perfectly surprising, the readiness with which those who were present took part in what we would ordinarily call discussion. I have always believed that in meetings like our own, discussion is worth more than papers. A paper ought to be simply the fuse with which we light the explosives, with which we touch off the cannon. The effectiveness ought to come in the discussion that follows the explosion. The discussions in the institutes were remarkably interesting because the questions went right to the point. They covered practical work; they were from those who evidently asked them because they wished to know; they were not asked in a captious way or a critical way or simply to take up time, but they were asked because there was somebody present who didn't know this particular thing and desired to know. It was worth a great deal to have present those who had had experience in the larger libraries and in the larger towns, and who knew ways and means; it was worth much to bring them face to face for two or three hours in each of those sessions with those who were longing for that contact and longing for the opportunity to ask the question which was most immediately pressing upon them for an immediate answer in their daily work. The discussions, if they may be called discussions, — the questions and answers, — were peculiarly valuable and peculiarly helpful.

That was the second benefit which came directly to those who participated. The third

benefit seems to have been the fact that these workers who had been alone so long came in contact with the personality of those who were experienced and successful workers of repute in the larger libraries. There is nothing, after all, equal to coming into actual contact with the flesh and blood of a worker along the same line that you are working, one whom you know has met with success and who can impress you immediately with the reason for that success in his or her personality. I think that those who were so fortunate as to come into those institutes will long remember and will remember with gratitude — if their letters and their words mean anything — the opportunities thus given them by the state association to meet personally for some considerable time those of whom they had heard and those whose work elsewhere had been so successful.

There was a fourth benefit, and I am not sure but that in a certain way it was as great as any. I am now speaking of simply what we did in New York, but the same work is not only desirable everywhere, but it must be done everywhere. I am not speaking of it as exceptional at all; I am only going over the ground so that if it is an old story to you it may appear possibly with a new face, or if it is a new story it will be helpful because it is a definite thing that has been tried. The fourth benefit was this, that in those evening meetings we brought together the citizens of the various communities where we went who were interested or who might become interested in library work. We had an address from one well-known library worker, and then from some one in the locality, if it was possible to secure some one, — and I think it was always possible to do that. I do not now remember a single meeting in which there was not active participation on the part of the residents. And there we had the opportunity to drive home that one thought that every librarian must take up and first con until he or she knows it word for word, *verbatim et punctuatum et spelleratim*, and everything else from start to finish, — that one thought which was referred to by Mr. Dewey, — that the libraries are being built up and are to be built up on precisely the same conditions, upon precisely the same principles of public taxation and public expenditure, and according to precisely the same general methods, that the public schools have been

built up. It is very hard indeed to find to-day one-tenth enough librarians who can defend the library tax and who can say why it is proper that the tax should be levied. It is an exceedingly difficult matter to find people who can answer the objections that are sometimes made, or when objections are not made, the demands that are sometimes made under that system of taxation. Now we have built up the schools on the principle that a public tax is levied because the public wants something and not because the individual tax-payer wants something. That is something we ought not to forget. We have built up the schools upon the same general principle of taxation that we have levied all other taxes and built up all other public institutions and done all other public work. When we levy a tax for a road we do not expect to reimburse the man who pays the tax by the use of the road in proportion to the amount of the tax that he pays. A great many cripples and bed-ridden people pay the road tax who are never on the road; hundreds of men pay a road tax who only walk beside it and have never any occasion to drive over it under any circumstances whatever. We levy all other taxes in precisely the same way. We never for a moment think of re-distributing the tax, sending it back to the tax-payers individually in proportion to the amount which each one pays. When it comes to the public schools, we levy the tax in the same way. We tax the men who have no children, we tax the men who have many children, we tax the man who has but one child. It doesn't make a particle of difference. We levy the tax, not for the benefit of the man who has children, nor do we levy it for the benefit of his children directly, but we levy it for the benefit of the community. What the community is to receive, the communal interest, the common interest, is to determine how that tax is to be expended. We have gone a long way along that line in school matters and we are on reasonably safe ground to-day. There are a few grumblers; there are a few men who do not yet understand that in all the appeals, both to the people and to the courts, no method of taxation and no one tax has been so unanimously and so enthusiastically and so triumphantly maintained as the tax for public education. There are a few people yet who do not quite understand it, but just as soon as they

undertake to encounter it from the standpoint of an obstructionist, they understand it very well indeed, and they never come up to that battle a second time! There has never yet been a question raised and taken to the courts for decision regarding which the courts have so unanimously held together on one line, and that the line of a steady advancement and a steady recognition of the public interest and the public welfare, as the question of taxation for public education, for free schools.

The library must be put upon precisely the same basis as that, and that is the song we have been singing all winter long throughout New York. That is the story we have been telling, and it is the story we must tell, each one of us, over and over again, — to ourselves first, as I said, — until we know it by heart, and then to our respective communities. When you consider the matter from that standpoint, you simplify the work of the library directors and of the librarians and you remove a large number of obstacles and clear the way for advancement. The man who pays a school tax to-day does not dare to say that because he pays the tax he wants his daughter taught dancing and he proposes to have her taught dancing. He does not dare to say, "I pay my school tax, and I don't care anything about reading, writing, and arithmetic, but I want my daughter taught dancing." But the man who pays his library tax will tell you that he "wants what he wants" and that he supports the public library in order that he may get the books he wants to read; and there are a great many people — some very good people — some of them even librarians — who have fallen into the habit of saying that they rather think the librarian must do just that thing — he must get him just what he wants. No, he is not obliged to do anything of the sort, any more than you are obliged to pay taxes for schools in which to teach dancing to the girls. You are not obliged even to do that which may be useful. Here is a tax levied in behalf of the district schools, and there is a family which says, "We want our girls taught cooking, domestic science, domestic economy." Now, domestic economy and domestic science and cooking are all well enough in their way, and it is perfectly proper that they should be taught. There is sad need of their being taught, for that matter; but it rarely occurs to any one

that you must meet that demand when it is made upon the district school. Why? Because the directors of the school, the state authorities which have charge of educational matters, the superintendent of the schools, the teachers in the school, have determined otherwise, and that settles it. The day is surely coming when there will be just as clear an understanding that it is the duty of library directors and of librarians and their assistants, and of state supervision wherever we are intelligent enough to get it, to determine what shall be bought and what shall be put upon the shelves and how the public demand may be most wisely met. We will never reach that point until we see clearly that this whole question of taxation for the public library is to be dealt with precisely as any other tax question is to be dealt with.

It is incumbent upon us, therefore, it is absolutely necessary in self-defence, that we tell in that story and tell it that way. We must insist that the public library is a part of the general system of education, that it is not something that is going to be established in a haphazard way; it is not the scheme of a few designing people; it is not a hobby a few persons may ride to their own benefit; it is not something that is demanded by a segment of society, but it is a part of the general scheme of education which is made absolutely essential to preserve democratic equality and republican institutions in a land like our own. Only as we so regard it shall we be safe in pressing its claims, or shall we be successful in pressing its claims, and when we so regard it we shall be both safe and successful.

Those are the four benefits, then, which we believe that we are to realize in connection with library institutes. Those institutes are very much like the first institutes held for instructors in the public schools. I was very glad when Mr. Dewey said that we are following along in the steps of the public school system, though thirty or forty or fifty years behind. I remember hearing an officer in the United States army, of high rank, say, in the city of San Francisco a few years ago, that in the year 1845, while he was living in the central part of New York, as a boy he was soundly thrashed by his father because he refused to attend the public school; and he said, "I took my medicine, because I told my father that he

might thrash me as much as he pleased, but I had too much self-respect to go to the paupers' school and the beggars' school of the community." That was in central New York as late as 1845, if he told the truth, and I think he did. It is certainly true that only within a half century have we begun to understand what a mighty power there is in the public school. The public library is treading close upon its heels, following the same road. We believe, therefore, that library institutes, in the retro-active effect upon the state association itself, in their stimulus to do better work and more definite work, in the definite instruction that is offered, in the opportunity for each of the minor librarians to detail by questions her own grievances and her own difficulties, and to find from experienced hands relief in explanation and suggestion and encouragement, in the meetings which are held for the public and in which the public unites, and in the stimulus which comes to the entire community because of this thought of the public library as part of the system of public education, — we believe that library institutes not only pay, in the largest sense of the word, but are absolutely essential everywhere to the most rapid and the most sure advancement of all library interests and library work.

The CHAIRMAN: Before we enter upon the discussion of the papers I should like to say that I tried very hard to get one of our western friends to talk upon the difficulties connected with the library institute. Dr. Canfield has inspiringly presented the benefits of library institutes. Now I am sure there must be some difficulties. I had so short a time, however, in which to prepare this program that I was unable to procure a speaker on that phase of the topic. Is there not some one here who will take up the other side of the library institute problem? Perhaps Mr. Dana will tell us something about the difficulties.

J. C. DANA: You ask for a few words on the difficulties in the way of library institutes. I will suggest some that occurred to me this morning when I heard the discussions on home libraries in the Children's Librarians' Section. That discussion was, naturally, concerning our work for people whom it is, so we assume, our function to teach — for people who are our inferiors in knowledge. This, in large measure, is also the function of the library institute.

That is, the work we are entering upon in this line of institutes is a work that at once puts us into the position of the superior, of the teacher, of the better man of the two. Now that is a very dangerous position in which to be placed. I wish to call your attention for a moment to three things that we should look out for in this work, and especially, it seems to me, in the attempt through library institutes to promote our ideas, to carry out our educational theories in small communities. The three things are perhaps well suggested by the words "condescension," "resentment," and "conscious virtue." The condescension, if it exists at all, is on our part. I am sure that we do not in the least intend to have it; I am sure also, that, without intent, many and many a time we acquire the habit before we know it. The habit of condescension will grow on us, and that rapidly, if we do not take the greatest care, and in institute work, as in other like fields, it is absolutely fatal to success.

Resentment is something which may arise in those who are taught, in those whom we wish to improve. I could not help thinking this morning, as I heard of the gracious and well-meaning visitors to the "lower" parts of the city, to library groups, to home libraries, and to social settlements, that there is very great danger here of the development of a condescension on the part of the benefactors, and of a corresponding state of resentment on the part of the benefited. I do not believe I am wrong in uttering just a word of warning in regard to those two things.

The third of the feelings I mentioned is, perhaps, not exactly in line with this evening's discussion; but as I have started in on the line of difficulties I will venture to go a step further. This third difficulty is the danger there is of arousing among the people whom you set out to improve a sense of conscious virtue. You will notice that the people who attend, for example, library groups and use home libraries, who read good books under your direction and with your guiding care, as soon as they have done these things begin to feel that they have done the right thing. There is apt then to arise in them the feeling of duty done. Now the feeling of "duty done," while very comforting, is apt to be accompanied by a feeling of conscious virtue, which is one of the most insidious and dangerous of all emotions. These

people feel that they are better than they were before, and that therefore they are entitled to something from you; that they are entitled to something from the world. They are apt to get the idea that virtue has some other reward than its own, that it is virtue alone that helps this world, that it is moral conduct, pure and simple, which is entitled to some reward, while fact is that it is virtue plus utility that is entitled to some reward. Let me beg of you, then, in doing any work in the line of library institutes, in going out into the world as missionaries, to avoid in every case, with the greatest possible care, any feeling of condescension on your part, lest you arouse on the part of those for whom you work resentment among the proud, and conscious virtue among the *unco guid*.

Just another word along another line. But first, you may not know, all of you, that the story Miss Farrar told of the things that a state library association can do is really a story of things that have been done. They have been carried out during the past two years in Western Massachusetts, and with the greatest success. We have seen there in recent years a swiftly-growing interest in the very things Dr. Canfield has so charmingly put before us.

We lend a few books, and we encourage people to read a little; but the newspapers in this country are the powers that are encouraging the people in this country to read a great deal. We of to-day have had newspapers, as we now understand the word, for one generation. The mind of man cannot conceive what it is going to mean, in one or two generations from now, for the people of that time to have had behind them, not one generation with the newspaper-reading habit, but two or three. The newspaper is one of the very great factors in modern life. What it is doing for us nobody knows. Nobody knows what the habit of reading is doing for this and other civilized countries. We cannot begin to imagine what its effects are to be, and the daily press is one of the most powerful instruments in society to-day. I remember, some six or seven years ago, I brought before the Association a suggestion, and urged it as well as I could, that we as an association establish a bureau of publicity and promotion, which should, through the newspapers, let the people know what the library idea is. It was not done then — it has not yet

been done. A publisher told me to-day that in conversation with some of the leading publishers of the country he had discovered that almost to a man they held librarians in small esteem. They considered our work of protest against the raising of prices of books to be of very slight consequence. That is partly because we are not much in the newspapers. We are not much in the newspapers partly, of course, because we are not of sufficient consequence to be there. Now my idea of six or seven years ago I think was a good one. You can produce results that shall also be causes. We could have put ourselves more in the newspapers than we have, and to-day we would, because of that studied publicity, be there more than we now are. I mention this simply to point the suggestion I wish to make about state library associations, which is, that they use the newspapers more than they do. I have had a very good illustration of the value of this suggestion. For four years I lived beside the *Springfield Republican*, which is the newspaper of western Massachusetts, the chief local news gatherer and news disseminator of that whole community. The *Republican* was a friend of the Springfield library and of every other library within the radius of its influence. Day in and day out, and week in and week out, and year in and year out it never failed us when we went to it for assistance in spreading the ideas that we wished carried through that community. The constant reiteration in the *Springfield Republican* of the things that we wanted said was far more helpful than was all the work that all the library workers in western Massachusetts could do. In fact, we frankly confessed that we had well-nigh gained our ends if we arranged for a meeting, carried through our program, and printed an abstract thereof in our friend the newspaper, even if our meeting in itself seemed almost a failure.

The CHAIRMAN: Will Miss Underhill, of the Illion Public Library, tell us something of the institute work at Illion, New York?

Miss UNDERHILL: The institute at Illion we regard as a fairly successful one. Out of the 80 libraries listed for the district which we had prepared, there were only 25 which could be properly called free public libraries and of those 25, 16 were represented by the librarian or an assistant or by the trustees. The schools in Illion were closed for a part of the session of

the institute and the teachers came, together with the superintendent of schools, who took an active part in the discussion. We also had superintendents of schools from two other places near by. One point was found very practical, and that was that several of the larger libraries made exhibits of books that were stamped and pasted, dating machines and devices of that sort, sample accession books, sample order sheets, etc., and it seemed that the librarians in attendance got more help from these than from almost anything else. As a result of the meeting an arrangement was made with two librarians from little libraries, that they should spend two or three days in our library in October for help and for practical work.

H. W. FISON: I would like to ask for discussion on Miss Farrar's paper. The greater part of this meeting has been spent in discussing library institutes and state library associations, but I think there are a large number of librarians here in charge of smaller libraries who feel that this question of the usefulness of state library associations is of vital interest to them. How can the state library association meeting be made more helpful to the small library?

Miss HAINES: The officers of the state associations might send a circular to the librarians of the state, requesting practical suggestions, asking them to name topics they are personally interested in. That was done in the New York Library Club. A circular was sent to all the members and suggestions were received, I believe, of about twenty-five different topics, only four or five of which had been presented before. I don't know whether the topics were ever all brought up; but they were sent in very generally by members.

GEORGE STOCKWELL: Miss Farrar did not mention the fact that she has a card catalog containing the name of every library in western Massachusetts. She has kept in very close touch with those libraries. In correspondence with them she has learned the different problems confronting them, and what they would like to have discussed at the meetings. She files these letters, so she knows the condition of each library in her section, what they want, what they are doing, and what they ought to do. Then, when she comes to draw up her program for the meeting, she looks over the card catalog

and the file of letters and draws her subjects from them, taking especially the section where the meeting is to be held. I want to emphasize what Miss Farrar said about personal visits. In our institute work the programs which were arranged through personal visits were much more successful than those arranged otherwise.

Mr. FISON: I understood that Miss Farrar spoke of what the ideal library association should do. I did not know of any state library association doing the work she described. My experience has been, in the state library association meetings I have attended, that most of the subjects discussed have been entirely above the small library. We do not care anything about the classification of art or music in a library of less than ten thousand volumes. What we want are practical suggestions that will help us in our daily work, and the average small library does not have a corps of assistants so that one or two or more can go to the library meeting. I hope if this discussion ever comes up again, that the state library associations will bear in mind that the majority of the libraries in any state are small. There are very few really large libraries in any one state. Let us have more material for the smaller libraries to work on. I came here on purpose to hold up the single-handed man, being one myself, and I think we need more help. We need a great deal of help, because, as a rule, we are not close enough to other libraries to receive the enthusiasm and the help that other libraries can get from one another and from large libraries. That is the reason why I should like to hear what other librarians of the smaller libraries have to say in regard to the benefit they have received from the state library association meetings.

Mr. DEWEY: I would like to make two or three suggestions. One is that the librarians of the district be asked to send to the association officers a statement of their difficulties; another, that there be a question box at the meeting. But the most important one of all is like the old rule for cooking a hare: "First, catch your hare." First, get your conductor. I think the greatest danger in the library institute, possibly, is in assuming that because instruction is a good thing, and institutes are a good thing, you have only to say, "Go to, now; conduct an institute," and it will be done. There are very few people who can conduct a

teachers' institute or a library institute successfully. The moral is that in every state which is going to take up the library institute work, people must be found who have a gift for it, and who have been trained for it, so that at least one person can be able to carry it on. I look forward to the development of a class of institute conductors in library work, just as in schools, who will give practically their whole time to this work.

The CHAIRMAN: Pardon me, but Mr. Fison does not feel that library institutes and state library association meetings are the same thing. Are you putting forward the proposition that they are both the same — that a library institute is exactly the same thing as a state library association?

Mr. DEWEY: Oh, no. But if state library associations are to give instruction there must be some trained teacher, and I say that instruction cannot be given successfully unless you have some one who is especially trained for the work. And I think this work of the institute has got to be graded. If we repeat the institutes in New York this year and bring the same people together, they do not want to go over the same ground. Those are the two points I want to make — the selection of a conductor and the grading of the work.

W. R. EASTMAN: The persons who have the responsibility for the preparation of the program of a state association meeting should take especial pains to put themselves in the place of the smaller librarians, so as to understand and sympathize with their work. We are very apt in these large meetings to get into the habit of dealing only with the large libraries, because there are always a certain number of those who represent the large libraries who have the leisure and the means to attend, and little by little they come to dominate our conferences. Now, the members of the program committee need conscientiously to put themselves in the place of smaller librarians, and with some such local index as has been referred to try to acquaint themselves with the actual conditions of the libraries.

Mr. DANA: I will tell Mr. Fison what is the matter. In the first place, he expects too much of the state library association meeting. Now, the state library association meeting held for one day, with perhaps a couple of sessions, can be of very little help to anybody — the



meeting itself, that is; and if any people from small libraries attend expecting to get much information, much instruction, that will be of immediate practical help, then I believe they are mistaken. But Mr. Fison should bear in mind that the benefit of the state library association meeting will be considerable to him if he will take a hand in the meeting. If he does not find the meetings of his state library association profitable he should say so. Many librarians of small libraries would have rendered a great service to the meetings of their state library associations if they had said that before now. Many of these state meetings, to my knowledge, are dreary things. They talk about subjects that have nothing whatever to do with the practical life of the librarian. Mr. Fison is quite right, but he should have objected before now, and he should have stated his objections plainly. He should make his objections to the officers of the association, and if he cannot reach them, let him get up in the meeting and say so. Then let him take hold

himself and work along the line that he thinks would be of advantage, and out of the work that he does do himself he will get benefit.

Now, my statement that the actual meeting of the state library association is of very little importance does not mean that the state library association itself is of no importance or that the meeting as a factor in the library work of the state is of small importance.

The library association should be a factor of very great importance in the life of the state. I regret to say that some of them are not. But they can be, and it is our business to make them so. There is one thing we cannot realize too clearly, and that is that the work done between members by correspondence, by publication in newspapers of items about libraries, by the interchange of notes and inquiries, either directly or through the medium of the secretary and officers of the association, is of the greatest importance.

Adjourned.

## TRANSACTIONS OF COUNCIL AND EXECUTIVE BOARD.

**M**EETINGS of the Council of the American Library Association were held in connection with the Magnolia conference, on June 16, 18, 19, 20, in all four sessions being held. There were also short meetings of the executive board on June 16 and 20. Of the twenty-five members of the Council twenty-two were present, as follows: Mary E. Ahern, E. H. Anderson, C. W. Andrews, J. S. Billings, W. H. Brett, Johnson Brigham, F. M. Crunden, C. A. Cutter, Electra C. Doren, W. I. Fletcher, W. E. Foster, C. H. Gould, Caroline M. Hewins, F. P. Hill, J. K. Hosmer, Hannah P. James, W. C. Lane, Herbert Putnam, Katherine L. Sharp, C. C. Soule, John Thomson, J. L. Whitney. The members of the executive board served as ex-officio members and officers of the Council. They included the president, Dr. J. S. Billings; ex-president, Henry J. Carr; 1st vice-president, Dr. J. K. Hosmer; 2d vice-president, Electra C. Doren; secretary, F. W. Faxon; recorder, Helen E. Haines; treasurer, Gardner M. Jones.

### PROCEEDINGS OF COUNCIL.

*Place of meeting.* Invitations for the 1903 meeting of the American Library Association were received from California; Nashville, Tenn.; Memphis, Tenn.; Brevard, N. C.; Helena, Mont. An invitation to meet in St. Louis in 1904 was also presented, and it was *Voted*, That in making selection for the 1903 meeting place, it should be borne in mind that there is an invitation from St. Louis for 1904.

Regarding 1903 meeting, formal motions were made and carried that the Association should not meet in California or in Montana. It was finally *Voted*, That the executive board be instructed to select between some place in Tennessee, Mackinac, and Niagara Falls for next meeting, and also select the time at which it shall be held.

*Acceptance of Carnegie gift.* It was *Voted*, That Mr. Andrew Carnegie's gift of one hundred thousand dollars, offered through the president of the American Library Association, be accepted, subject to the conditions of

the donor, namely, that it be kept as a special fund, the income of which shall be applied to the preparation and publication of such reading lists, indexes, and other bibliographical and library aids, as would be specially useful in the circulating libraries of this country.

It was *Voted*, That the amount thus given be designated as The Carnegie Fund, and be placed in charge of the trustees of the Endowment Fund, whose treasurer is authorized to receive the gift on behalf of the Association.

*Nominations.* It was *Voted*, That a committee of ex-presidents present be requested to present nominations for the ensuing year, to be reported to the Council. This committee reported at a later session and the nominations submitted were adopted, with the provision that the ticket include also names sent in in nominations signed by five members of the Association.

*Method of nominations.* It was *Voted*, That a committee of the Council be appointed by the chair to consider the principles and methods upon which nominations to the Council should be based, and to report to the Council its findings for deliberate discussion. This committee was later appointed as follows: C. W. Andrews, Herbert Putnam, F. M. Crunden, Miss M. E. Ahern, Miss H. P. James.

*Committee on Relations with Book Trade.* The resolutions appended to the Report of the Committee on Relations with the Book-trade, as presented to the general Association, were referred to the Council for consideration, as was the resolution on the same subject later offered in the Association by Mr. Dana. The matter was fully discussed at a special meeting of the Council, and the following resolutions were passed and later submitted to and adopted by the Association:

*Whereas*, The system of net prices maintained by the American Publishers' Association has resulted in an unexpectedly large increase in the price of books to libraries; and

*Whereas*, That increase has worked great hardship upon libraries in limiting their purchase of current books, diminishing their power of meeting the demands of the public, and narrowing their influence and opportunities as educational institutions; and

*Whereas*, The interests of the library and the bookseller should be closely allied;

*Resolved*, That the American Library Association urges the American Publishers' Association to make such arrangements that libraries may secure an increased discount over the present allowance on net books, and may not be unduly restricted in dealing with booksellers.

A committee consisting of five active librarians was appointed to confer with the Publishers' Association on the lines of the foregoing resolution, as follows: W. T. Peoples, H. L. Elmendorf, John Thomson, H. C. Wellman, H. J. Carr.

*Reduced postal rates on library books.* The following resolution was presented to the Council on behalf of the Round Table Meeting on State Library Commissions:

*Voted*, That the Council of the American Library Association be requested to use its influence to secure the passage of the bill now pending before Congress, which provides for the transmission of library books through the mails at pound rates.

After discussion, it was *Voted*, That the Council endorses the measures now before Congress to secure transmission of books to and from libraries at reduced rates.

It was *Voted*, That the present Committee on Reduced Postal and Express Rates be discontinued and a new committee be appointed by the incoming executive board.

*State Library Commissions Section.* On request of officers of the Round Table Meeting on State Library Commissions, it was *Voted*, That the State Library Commissions Round Table meeting be created a section of the Association.

*A. L. A. State Library Section.* The advisability of discontinuing the State Library Section of the Association was discussed. It was pointed out that that section had practically ceased to exist within the last few years, its place being taken by the National Association of State Librarians, which was a separate and independent organization. At the same time the section remained on the Association's records, and each year there arose the question of its representation on the program. It was felt that closer relations with the National Association of State Librarians were desirable either as a section or an affiliated organization, and that the State Library Section might well be discontinued or regularly merged in the

former body. It was later reported that a committee had been appointed by the National Association of State Librarians to consider the question of relations with the A. L. A. and to report at the next meeting of the National Association of State Librarians.

*Affiliation with Federation of Women's Clubs.* In response to request presented last year by members of Round Table Meeting on State Library Associations and work of women's clubs, that an alliance be effected between the A. L. A. and the Federation of Women's Clubs, it was *Voted*, That the matter be referred to a committee to confer and report to Council. The committee was later appointed as follows: F. M. Crunden, Miss L. E. Stearns, Miss M. W. Freeman.

*Resolutions on Public Documents.* The resolutions presented in the report of the Committee on Public Documents were approved and endorsed. (See report of committee, p. 96.)

*Library Training.* The recommendations contained in the report of the Committee on Library Training, that the committee be set a definite task by the Association, and granted an appropriation for carrying out its work (see report of committee, p. 136), were referred to the executive board.

*Library Handbook for Normal Schools.* The recommendation of the Committee on Co-operation with the National Educational Association, that a library handbook for the use of normal schools be prepared in connection with the National Educational Association, was referred to the Publishing Board.

*Checklist for Registration of Voters.* It was *Voted*, That the checklist of members be employed to check voters in election of officers.

*Change in Program.* It was *Voted*, That the Program Committee be requested, if in its judgment it found desirable, to so change program arrangement as to bring up Mr. Hastings' paper on distribution of catalog

cards from Library of Congress, in connection with the report of Committee on Administration.

*Reporting Sections.* It was *Voted*, That the Executive Board be authorized to employ a stenographer to report proceedings of section meetings at this conference, as may be found desirable.

*Index to Proceedings.* It was *Voted*, That an index to the proceedings of the Magnolia Conference be prepared and published.

#### TRANSACTIONS OF EXECUTIVE BOARD.

*Carnegie resolutions.* It was *Voted*, That the resolutions passed by the Association regarding the Carnegie gift be engrossed on parchment and forwarded to Mr. Carnegie with a letter from the president.

*Reporting Sections.* It was *Voted*, That the recorder be authorized to employ a stenographer to report section meetings at this conference, after consultation with officers of sections.

*Non-library membership.* It was *Voted*, That the list presented by the treasurer of persons not engaged in library work be accepted and the persons named admitted to membership in the Association.

*Appointments to committees, etc.* Publishing Board: W. I. Fletcher (re-appointed); Hiller C. Wellman (succeeding R. R. Bowker, resigned).

Finance Committee: continued (J. L. Whitney, C. K. Bolton, G. T. Little).

Public Documents Committee: R. P. Falkner, chairman, with power to add two members.

*Next Meeting of Executive Board.* It was *Voted*, That the next meeting of the executive board be held in connection with the library meeting at Lake Placid, in September, and that the secretary send in advance to members minutes of matters to be considered.

## THE SOCIAL SIDE OF THE BOSTON AND MAGNOLIA MEETING, AND THE POST-CONFERENCE EXCURSIONS.

FOR the record of the Boston and Magnolia meeting precedent must be set aside, and the chronicles of social incident and of post-conference excursions must be merged into one narrative. This is because both were in fact so mingled that it is not easy to separate them, and their record must be based upon reports sent in from varied sources, as no one or two persons could possibly "know of their own knowledge" all that was done and seen on this largest of A. L. A. conferences.

The present meeting was the first held in Massachusetts for twenty-three years, and the Old Bay State—for so long the centre and model of library development—gave a welcome overflowing with hospitality and kindness. The first formal session, held at the Boston Public Library on Saturday morning, June 14, served mainly to bring people together for announcements and invitations, and to give a foretaste of the welcome that awaited them. Guides were in attendance to show the visitors over the library building, and the workings of each department were courteously explained *ad infinitum* by those in charge. The great series of Abbey pictures, so recently completed, proved the magnet to a constantly moving and changing throng, and indeed throughout the three Boston days the Public Library was the headquarters of information and of interest. Saturday, Sunday, and Monday were, according to the program, assigned for visiting the principal libraries of Boston and Cambridge, for excursions and sightseeing. It is impossible to do more than note a few of the delightful incidents of those three days. At Cambridge the visitors were received at the Public Library by Mr. Gifford and his staff and were conducted through the building, where special interest was roused by the collection of books and manuscripts by Cambridge authors. The Harvard Library, with its many treasures, the Fogg Art Gallery, the Harvard Museum, and various campus buildings were inspected, and a centre of attraction was found in Phillips Brooks house, where Mrs. Eliot and several

ladies of the faculty served tea for the library visitors. On Sunday a small party visited Brook Farm under the guidance of Mr. Lindsay Swift, and at the invitation of Miss Caroline Hewins, and on their return were entertained at the delightful home of Mrs. Hewins and her daughters; others visited the Boston Art Museum; and indeed the places of interest in Boston and the suburbs and nearby cities were overrun by eager and interested librarians. Many of the delegates were entertained by friends, or by the local hosts, and from one party of assistants comes a special tribute to the hospitality of the Massachusetts Library Club, which provided for their guests delightfully comfortable quarters, delegated one of the ladies of the guest committee to act as hostess at every meal, and gave many thoughtful and delicate little attentions that were as much appreciated as they were unexpected.

On Monday morning a trip about Boston and its suburbs on the electric cars had been arranged and was taken by a large number. The start was made from the Public Library at ten o'clock and the trip lasted until twelve. It was followed by a harbor excursion to the Boston Light, and return, arranged through the kindness of the mayor, for which the city boat *J. Putnam Bradlee* had been chartered. So large was the attendance, however, that a second boat had also to be pressed into service. The afternoon was cloudy, but there was a fine view of the harbor, and the trip was greatly enjoyed. A few of those present had attended the first Boston meeting in 1879, and recalled the delightful harbor trip then taken, and the luncheon given at Deer Island, while others were reminded of the like trip to Deer Island taken in connection with the A. L. A. meeting of 1890. This was the last of the pre-conference excursions, and it was followed by general scrambles for baggage and railway tickets, and an exodus for Magnolia, where the three hotels were found in possession of a goodly number of early arrivals, who had already explored the beauties of rocky shores and woodland by-ways.

At Magnolia, despite the rush and nervous strain of a busy convention of over one thousand persons, with its general sessions, special sections, committee meetings, and "round tables," there was, nevertheless, a strong element of outdoor recreation and social enjoyment. It could hardly be otherwise in a "summer resort" meeting, such as this, set in one of the most beautiful regions of the New England coast, and held during a week of perfect June weather. The consideration of problems of bibliography and of administration, and the discussion of such crucial questions as capitalization or the relative dangers of Henty and Ballantyne as food for infant minds, were lightened by rambles to Rafe's Chasm or to the cliffs near Norman's Woe, by boating or sailing parties, and by long drives to Gloucester, to Rockport, to Manchester, and other of the delightful nearby resorts. Moonlight had been considerably provided by the Local Committee, and the moon, the rocks, and the ocean twice furnished the setting for a general midnight chorus of college songs. One of the pleasantest incidents of the meeting was the delightful reception and afternoon tea given for the Association by the Misses Loring at their estate "Burnside," Pride's Crossing, while the Beverly Historical Society, the Manchester Public Library, and the Magnolia Public Library also extended a hospitable welcome to all librarians during the conference. There were reunions of library school alumni, meetings of state library associations and clubs, many of which combined some social feature, as a drive, or a luncheon, with their business routine. On three evenings dancing was in order, and indeed the program throughout succeeded to an unusual degree in alternating business and pleasure.

Saturday, June 22, was for most of the members the last day at Magnolia, and the beginning of post-conference activities. It rained steadily and heavily, but bad weather could not dampen the ardor of the library pilgrims, and a large party made a special trip to Salem, where their welcome at the Public Library and at Essex Institute was as cordial as the elements were unfriendly. The return was made to Boston, again the general headquarters, whence members scattered at their convenience, north, south, or west.

The post-conference plans this year were, in

several respects, a contrast to former meetings. Two special trips had been planned, one to the White Mountains on the plan of the Appalachian Club jaunts, the other to Bar Harbor by steamer along the Maine coast. The former was given up, owing to the small number desiring it; the other was taken by a party of only forty-seven. The remainder of the one thousand and eighteen seem for the most part to have scattered themselves over the surface of New England, some staying in Boston for the week of Harvard commencement festivities, many returning to their homes by way of New York, and others spending a few days for further visits to New England libraries and historic scenes. A party of about thirty gave up Monday, June 24, to a visit to Lexington and Concord, under the guidance of Mr. Virgin and Mr. Crosby, of the local committee. At Lexington they were welcomed by Miss Kirkland, Rev. Mr. Staples, and Rev. Mr. Crosby, and under their escort visited the library, housed in the city hall, where many interesting Revolutionary relics were displayed. Among the points of special interest were Buckman's Tavern, the old bell tower, from which rang out the call to arms on the morning of Paul Revere's warning, and the famous Clarke-Hancock house, rich in old-time furniture and historical relics. At Concord, Miss Whitney and Miss Kelly, of the Public Library, were guides and hostesses in one, and a delightful drive was taken to the Emerson, Alcott, and Hawthorne homes, to Sleepy Hollow Cemetery, and to the battlefield, ending with a visit to the pleasant library.

The Bar Harbor party came into existence on the afternoon of Saturday the 22d, when two score and seven "dem'd damp, moist" bodies boarded the *City of Bangor* for the all night run to Rockland. The little boat started out bravely in the storm, and her passengers sought their berths at an early hour, hoping and praying that the morrow might dawn bright and fair. But alas! for their hopes, the storm had only increased its fury. The same damp party, more disconsolate and forlorn, climbed over the gangway to the steamer *Mt. Desert* at Rockland, early on Sunday. Breakfast for those "so disposed" was found on the dock, or in the stuffy cabin, and little groups were formed on the wet deck, with the vain hope that the sea breeze and fresh air might revive

their flagging spirits. But the storm was a really violent one, and as soon as the pitching and lurching began, one by one most of the pilgrims disappeared, and were not visible again until anchor was dropped in Bar Harbor at three o'clock in the afternoon. Only the tried sailors of the party remained, and to the unfortunates who longed only for dry land were given later glowing accounts of the fury of the storm and the magnificence of the surf as it dashed upon the cliffs and the many reefs along the coast.

The boat was scheduled to reach Bar Harbor before noon, but it could make but little headway against the storm, and it was a hungry and weary crowd that alighted in the pouring rain and trailed up to the Newport House on Sunday afternoon. The bright, low, broad room of the office, with its cheerful log fire glowing on the hearth, had at once a reviving effect, and after a good dinner and a short rest every one was restored to a peaceful and cheerful frame of mind.

The days that followed were glorious halcyon days and fully paid for all the discomforts of the journey. Monday dawned bright and fair. At ten o'clock all started on the ocean drive which carried them along the edge of the cliffs. They alighted at Newport Cove to watch the surf at Schooner Head; they scrambled down the rocks and peeped in Anemone Cave; they wandered out to the edge of Otter Cliffs; and drove home around the other side of Newport Mountain, making a complete circuit. Looking back to Otter Cliffs from the gorge between Newport and Green Mountains, the view was most magnificent, with the glimpse of the ocean in the distance and Otter Creek winding its way through the meadows in the valley.

At three in the afternoon a mountain party of ten was organized to climb Newport Mountain, driving to the foot of the mountain where the carriages awaited them on their return. At various points stops were made to enjoy each view and cameras were busy all the way. The higher they climbed the more islands appeared in view. From the topmost point could be seen the five Porcupines, Bar Island, with the tide receding from the bar, and the islands on the other side of Mt. Desert. A mighty gale was blowing and the lee side of a big rock was sought to survey the harbor.

Meanwhile other parties had been formed.

One group enjoyed a sail up Frenchman's Bay to the coaling station, with a fine view of the Ovens and Cathedral Rock. Another made an expedition on the ferry boat *Pemaquid* to the Bluffs, returning home on the *Sappho*. Stops were made at Sorrento, Hancock Point, and Sullivan. In the evening the shore walk was resorted to, to enjoy the brilliant sunset and afterglow, and at half-past nine the moon arose to find groups still lingering on the rocks.

On Tuesday morning two parties set out separately to climb Green Mountain and one of these met with a series of thrilling experiences. They started at half-past eight in the morning and returned in scattered numbers wet, ragged, and scratched, from three until half-past four in the afternoon. They had climbed the mountain by the path and had then attempted to find a new trail on the other side, with results which can be appreciated only by the seasoned climber. After wading, scrambling, and stumbling for what seemed weary miles they came out at the back of a farm-house, and were able to reach civilization once more. While some climbed, others enjoyed a drive to the Ovens. Unhappily the tide was coming in and the Ovens and Cathedral Rock could be viewed only by hanging over the edge of the precipice, but this added zest to the game. The ferry-boat trip proved again popular in the afternoon and others rambled along the shore walk or yielded to the attractions of the village shops.

Wednesday found all reluctant to leave this beautiful haven of mountain and sea and woodland. Until the last call for an early dinner they sat on the piazza feasting their eyes on the glorious blue sky with its soft fleecy clouds forming a background for the pines of the islands. A slight spattering of rain tried to discourage those who were to brave the voyage home; but all eyes were on the clouds, which gave every indication of fair weather. Nothing can ever surpass that sail down through the islands. The sky and clouds could not have been more perfect. The islands, which had shown only little patches of green through the mist and rain on the previous Sunday, now stood in bold relief against the sky. One group gathered beside the pilot house, which commanded a fine view of the passing scenery. Nothing could induce them to leave the spot, neither cold, nor wind, nor even the alluring sound of the supper bell. They preferred to

wait until Rockland should be reached and then eat a fragmentary meal, perched on the high stools of the restaurant on the dock. Happily the boat was a few hours late and they had the pleasure of seeing the sun set behind the mountains before they reached Rockland. The beautiful afterglow did not die away until the Bangor boat pulled out; and then the moon rose in a perfect night of brilliant stars. Morning found them steaming energetically into Boston Harbor, with rain coming down in torrents and the steamer

rolling about on the waves. Thus, as the post-conference began, so it adjourned, in the pouring, drenching rain; but no amount of mist or moisture can dull the memory of those perfect Bar Harbor days, or of that glorious panorama that was unfolded as the Maine coast was passed and left behind on the homeward journey. To the thoughtfulness and foresight of their conductor, Mr. Jones, to which the pleasure of the trip was so largely due, the Bar Harbor pilgrims owe a debt of cordial thanks, gladly registered, and paid in all sincerity.

## OFFICERS AND COMMITTEES

SERVING IN 1901-2 AND DURING BOSTON AND MAGNOLIA CONFERENCE.

*President:* John Shaw Billings, New York Public Library.

*First vice-president:* James K. Hosmer, Minneapolis Public Library.

*Second vice-president:* Electra C. Doren, Dayton Public Library.

*Secretary:* Frederick W. Faxon, Boston Book Co.

*Treasurer:* Gardner M. Jones, Salem Public Library.

*Recorder:* Helen E. Haines, *Library Journal*, New York.

*Registrar:* Nina E. Browne, A. L. A. Publishing Board, Boston.

*Trustees of the Endowment Fund:* John M. Glenn, Baltimore, Md.; George W. Williams, Salem, Mass.; Charles C. Soule, Boston, Mass.

*A. L. A. Council:*\* Mary E. Ahern, E. H. Anderson, C. W. Andrews, J. S. Billings, R. R. Bowker, W. H. Brett, Johnson Brigham, F. M. Crunden, C. A. Cutter, Electra C. Doren, W. I. Fletcher, W. E. Foster, C. H. Gould, Caroline M. Hewins, F. P. Hill, J. K. Hosmer, Hannah P. James, W. C. Lane, J. N. Larned, Herbert Putnam, E. C. Richardson, Katharine L. Sharp, C. C. Soule, John Thomson, H. M. Utley, J. L. Whitney.

*Executive Board:* President, ex-president (H. J. Carr), vice-presidents, secretary, treasurer, recorder.

*Publishing Board:* Chairman, W. I. Fletcher, W. C. Lane, Melvil Dewey, C. C. Soule, R. R. Bowker.

### STANDING COMMITTEES.

*Finance:* James L. Whitney, Boston Public Library; Charles K. Bolton, Boston Athenæum, Boston; George T. Little, Bowdoin College Library, Brunswick, Me.

\* Includes, in addition, members of executive board.

*Library Administration:* Hiller C. Wellman, Springfield City Library; W. R. Eastman, New York State Library; N. D. C. Hodges, Cincinnati Public Library.

*Public Documents:* Roland P. Falkner, Library of Congress; Adelaide R. Hasse, New York Public Library; W. E. Henry, Indiana State Library; Johnson Brigham, Iowa State Library; Worthington C. Ford, Boston Public Library.

*Foreign Documents:* C. H. Gould, McGill University Library, Montreal; C. W. Andrews, The John Crerar Library, Chicago; L. B. Gilmore, Detroit Public Library; James Bain, Jr., Toronto Public Library; Worthington C. Ford, Boston Public Library.

*Co-operation with Library Department of National Educational Association:* John C. Dana, Newark Free Public Library; Melvil Dewey, New York State Library, Albany; F. A. Hutchins, Wisconsin Free Library Commission, Madison; J. H. Canfield, Columbia University Library; Isabel Ely Lord, Bryn Mawr College Library.

### SPECIAL COMMITTEES.

*A. L. A. Exhibit at Louisiana Purchase Exposition:* Melvil Dewey, F. M. Crunden, J. C. Dana, E. H. Anderson, Mary W. Plummer.

*Gifts and Bequests:* Reporter, George Watson Cole.

*Handbook of American Libraries:* F. J. Teggart, T. L. Montgomery, C. W. Andrews.

*International Co-operation:* E. C. Richardson, R. R. Bowker, S. H. Ranck, Mary W. Plummer, Cyrus Adler.

*Library Training:* A. E. Bostwick, Susan Randall, S. S. Green, W. H. Brett, J. I. Wyer.

*Relations of Libraries to the Book Trade:* W. T. Peoples, H. L. Elmendorf, Millard W. Palmer, Tessa L. Kelso, John Thomson.  
*Title-pages to Periodicals:* W. I. Fletcher, Ernst Lemcke, A. E. Bostwick.

SECTIONS AND SECTION OFFICERS.

*College and Reference Section:* Chairman, A. S. Root; secretary, W. M. Smith.

*State Library Section:* Chairman, W. E. Henry; secretary, Maude Thayer.  
*Trustees' Section:* Chairman, D. P. Corey; secretary, T. L. Montgomery.  
*Catalog Section:* Chairman, J. C. M. Hanson; secretary, Mary E. Hawley.  
*Children's Librarians' Section:* Chairman, Annie C. Moore; secretary, Mary E. Douman.

ATTENDANCE REGISTER.

ABBREVIATIONS:—F., Free; P., Public; L., Library; Ln., Librarian; Asst., Assistant; Tr., Trustee; Ref. Reference; S., School; Br., Branch.

- Abbatt, William, Publisher, 281 Fourth Ave., N. Y. City.  
 Abbot, Etheldred, Dept. of Art, Wellesley Coll., Wellesley, Mass.  
 Abbott, Alvaretta Porter, L. organizer, Milford, Ct.  
 Adams, Benj., Ln.-in-charge P. L., Prospect Br., Brooklyn, N. Y.  
 Adams, Mrs., Connersville, Ind.  
 Ahern, Mary Eileen, Ed. *Public Libraries*, Library Bureau, Chicago, Ill.  
 Aitkin, Helen J., Cataloger, Museum of Brooklyn Inst. of Arts and Sciences, Brooklyn, N. Y.  
 Albro, Sarah E., Asst. Children's dept. P. L., Providence, R. I.  
 Allen, Carrie S., Asst. P. L., Milton, Mass.  
 Allen, Letitia S., Ln. P. L., Attleboro, Mass.  
 Allen, Mary Warren, Cataloger, Brooklyn Inst. of Arts and Sciences, Brooklyn, N. Y.  
 Allen, Sylvia M., Asst. P. L., St. Louis, Mo.  
 Amsden, Mrs. H. C., Tr. P. L., Clinton, Ill.  
 Anderson, Edwin Hatfield, Ln. Carnegie L., Pittsburgh, Pa.  
 Anderson, Mrs. E. H., Pittsburgh, Pa.  
 Andrews, Clement Walker, Ln. The John Crerar L., Chicago, Ill.  
 Andrews, Elizabeth P., Wethersfield, Conn.  
 Appleton, Charles A., with D. Appleton & Co., Boston.  
 Appleton, William W., Tr. P. L., N. Y. City.  
 Armstrong, Charlotte B., Asst. P. L., Williamsburgh Br., Brooklyn, N. Y.  
 Arnold, H. P., Asst. Thomas Crane P. L., Quincy, Mass.  
 Ashley, Grace, Sec. to Ln., F. P. L., Newark, N. J.  
 Ashley, May, Ln. P. L., Greenfield, Mass.  
 Atwood, Alice Carey, 159 Meigs St., Rochester, N. Y., student Drexel Inst. L. S.  
 Avery, Mrs. Elroy M., Tr. P. L., Cleveland, O.  
 Ayer, Clarence Walter, Ln. P. L., Brockton, Mass.  
 Ayer, Winslow B., Tr. P. L., Portland, Ore.  
 Aymar, Gilbert H., with Remington typewriter, Boston.  
 Babcock, Josephine M., Asst., East Milton R. R., Milton, Mass.  
 Bacon, Corinne, 1st Asst. New Britain (Conn.) Inst., student N. Y. State L. S., Albany, N. Y.  
 Bailey, Arthur L., Sub-Ln. State L., Albany, N. Y.  
 Baker, Edith M., Asst. P. L., Worcester, Mass.  
 Baldwin, Emma V., Sec. to Ln., P. L., Brooklyn, N. Y.  
 Baldwin, Grace P. (address 11 Cedar St., Worcester, Mass.), Cataloger P. L., Millbury, Mass.  
 Ballard, Harlan H., Ln. Berkshire Athenæum, Pittsfield, Mass.  
 Bancroft, Anna, Tr. Bancroft Mem. L., Hopedale, Mass.  
 Bangs, Helen B., Asst. P. L., Fitchburg, Mass.  
 Bangs, Mary Freeman, Boston, Mass. (address P. O. box 1244).  
 Banks, Mrs. Martha H. G., L. Organizer Dyer L., Saco, Me.  
 Banton, T. W., Tr., Toronto, Canada.  
 Barnes, Walter L., student N. Y. State L. S., Albany, N. Y.  
 Barnum, Mrs. Adele B., Ln. P. L., Niagara Falls, N. Y.  
 Barr, Charles J., student N. Y. State L. S., Albany, N. Y.  
 Barr, Rev. Preston, New Bedford, Mass.  
 Barrows, Fanny, North Attleboro, Mass.  
 Barton, Edmund Mills, Ln. Amer. Antiquarian Soc., Worcester, Mass.  
 Barton, Harriet G., Asst. F. L., West Philadelphia Br., Philadelphia, Pa.  
 Barton, Margaret S., 1st Asst. P. L., West End Br., Boston, Mass.  
 Bascom, Elva L., Indexer State L., Albany, N. Y.  
 Baston, Nettie E., Asst. Robbins L., Arlington, Mass.  
 Batchelder, Isabel, Asst. Appalachian Mt. Club L., Boston (address 5 Chestnut St.).  
 Bate, Florence E., with McClure, Phillips & Co., N. Y. City.  
 Battles, William E., Tr. Parlin L., Everett, Mass.  
 Beard, Clara, Asst. City L., Lowell, Mass.  
 Beard, Josephine, Asst. State L., Augusta, Me.  
 Beck, Anna V., 1921 N. 33d St., Philadelphia.  
 Beer, William, Ln. Howard Memorial L., and Fisk Free and P. L., New Orleans, La.  
 Beers, Isabel, Asst. Forbes L., Northampton, Mass.  
 Bell, Helen M., Custodian P. L., Roxbury Br., Boston, Mass.



- Benedict, Laura Estelle Watson, Ln. Lewis Inst., Chicago, Ill.
- Bennett, Bertha I., Ilion, N. Y., student N. Y. State L. S., Albany, N. Y.
- Berry, Martha L. C., Asst. P. L., Boston, Mass.
- Berry, Silas Hurd, Ln. Y. M. C. A., 317 W. 56th St., N. Y. City.
- Betts, Elsie E., Asst. N. Y. State L., Albany, N. Y.
- Bierstadt, Oscar A., Asst. P. L., Boston, Mass.
- Bill, Mrs. Mary E., Ln. P. L., Waltham, Mass.
- Billings, Dr. John Shaw, Director P. L., N. Y. City, President A. L. A.
- Billings, Mrs. J. S., N. Y. City.
- Bingham, D. L., Ln. & Tr. P. L., Manchester, Mass.
- Birtwell, Charles W., Charity Bldg., Chardon St., Boston, Mass.
- Birtwell, Frances M., 24 Clinton St., Cambridge, Mass.
- Bisbee, Marvin Davis, Ln. Dartmouth Coll. L., Hanover, N. H.
- Biscoe, Ellen Lord, Albany, N. Y.
- Biscoe, Thomas D., Marietta, O.
- Biscoe, Walter Stanley, Senior Ln. State L., Albany, N. Y.
- Bishop, Frances A., Asst. Ln. P. L. Kansas City, Mo.
- Bixby, Alice Persis, Ln. Bureau of Chemistry, Dept. Agriculture, Washington, D. C.
- Blaisdell, Frank C., Asst. P. L., Boston, Mass.
- Blakeley, Bertha Eliza, Ln. Mt. Holyoke Coll. L., So. Hadley, Mass.
- Blanchard, Caroline Augusta, Ln. Tufts L., Weymouth, Mass.
- Blanchard, Grace, Ln. P. L., Concord, N. H.
- Bliss, Bertha S., Asst. F. P. L., Evanston, Ill.
- Blood, Emma F., Ln. P. L., Groton, Mass.
- Blunt, Florence Tolman, student N. Y. State L. S., Albany, N. Y.
- Bodfish, Rev. J. P., Tr. P. L., Canton, Mass.
- Bollig, Emma, Asst. P. L., Boston, Mass.
- Bolton, Charles Knowles, Ln. Boston Athenæum, Boston, Mass., and Tr. Shirley (Mass.) P. L.
- Bolton, Mrs. C. K., Shirley, Mass.
- Bond, Mrs. Sarah A. C., Cataloger. Care Library Bureau, Boston, Mass.
- Borden, Fanny, Asst. Ln. Bryn Mawr Coll. L., Bryn Mawr, Pa.
- Bostwick, Arthur Elmore, Chief Circ. Dept. P. L., N. Y. City.
- Bowditch, Mary P., Asst. P. L., Providence, R. I.
- Bowles, Mrs. F. T., Elmira, N. Y.
- Boyden, Mrs. J. Ellen, Tr. P. L., Walpole, Mass.
- Boyle, T. F., Tr. P. L., Boston, Mass.
- Boyle, Mrs. T. F., Boston, Mass.
- Bradley, Isaac S., Ln. and Asst. Supt. State Hist. Soc., Madison, Wis.
- Bradley, Mrs. I. S., Madison, Wis.
- Brett, Clara Amelia, Cataloger P. L., Brockton, Mass.
- Brett, William H., Ln. P. L., Cleveland, O.
- Bridgman, Minnie C., Asst. Univ. Cincinnati L., Cincinnati, O.
- Briggs, Walter B., Supt. Reading Room Harvard Coll. L., Cambridge, Mass.
- Brigham, Clarence Saunders, Ln. R. I. Hist. Soc., Providence, R. I.
- Brigham, Herbert Olin, Asst. Brown Univ. L., Providence, R. I.
- Brigham, Johnson, Ln. State L., Des Moines, Ia.
- Brooke, L. Edna, Asst. P. L., Cambridge, Mass.
- Brooks, Henrietta St. Barbe, Chief Cataloger Carnegie L., Pittsburg, Pa.
- Brown, Adeline S., Asst. F. P. L., New Haven, Conn.
- Brown, Alice D., Asst. P. L., Amesbury, Mass.
- Brown, Alice H., Ln.-in-charge P. L., Harlem Br., N. Y. City.
- Brown, Caroline H., Asst. P. L., Salem, Mass.
- Brown, Edward A., Tr. P. L., Amesbury, Mass.
- Brown, F. I., Library Bureau, Boston, Mass.
- Brown, Mrs. F. I., Boston, Mass.
- Brown, Gertrude L., Cataloger F. P. L., Evanston, Ill.
- Brown, Julia Duncan, Instructor Drexel Inst. L. S., Philadelphia, Pa.
- Brown, Miss M. G., Asst. L. of Congress, Washington, D. C.
- Brown, Zaidee M., student N. Y. State L. S., Albany, N. Y.
- Browne, Nina Eliza, Sec. A. L. A. Publishing Board, 104 Beacon St., Boston, Mass., Registrar A. L. A.
- Browning, Eliza Gordon, Ln. P. L., Indianapolis, Ind.
- Bryant, Mary V., Cataloger Harvard Coll. L., Cambridge, Mass.
- Buchanan, Henry C., Ln. State L., Trenton, N. J.
- Buchanan, Mrs. H. C., Trenton, N. J.
- Buchwald, Isabella C., Asst. P. L., Cleveland, O.
- Buckley, Pierce E., Asst. P. L., Boston, Mass.
- Bullard, N. Josephine, Middleboro, Mass.
- Bumpus, Miss A. L., Ln. Thomas Crane P. L., Quincy, Mass.
- Bunker, Adeline, Ln. P. L., Bar Harbor, Me.
- Bunker, Mabel E., Ref. and Art. Ln. P. L., Somerville, Mass.
- Burbank, L. Freeman, Tr. State L., Nashua, N. H.
- Burbank, Nancy Ingalls, Ln. P. L., Rockland, Me.
- Burgess, Charles F., Univ. of Wis., Madison, Wis.
- Burnet, Duncan, Head Cataloger, Univ. of Missouri L., Columbia, Mo.
- Burrage, G. B., Library Bureau, Boston.
- Burrows, Dorothy E., P. L., Rutherford, N. J.
- Buss, Charlotte A., Ln. Miles Park Br. P. L., Cleveland, O.
- Butler, Edward A., Tr. P. L., Rockland, Me.
- Cady, Anita L., Southbridge, Mass.
- Caiger, Eliza F. A., Asst. P. L., Boston, Mass.
- Callow, Hattie M., Asst. P. L., Cleveland, O.
- Cameron, Walter M., Columbia Univ., N. Y. City.
- Camp, David N., Chairman L. Com. New Britain Inst., New Britain, Conn.
- Campbell, Miss J. M., Asst. F. P. L., Newark, N. J.
- Canfield, Dr. James H., Ln. Columbia Univ. L., N. Y. City.
- Carey, M. Frances, Woodbury, N. J.
- Carney, Frank, In charge of shelves Harvard Coll. L., Cambridge, Mass.
- Carr, Gertrude, Cataloger Princeton Univ. L., Princeton, N. J.

- Carr, Henry J., Ln. P. L., Scranton, Pa.  
 Carr, Mrs. H. J., Scranton, Pa.  
 Carroll, Jessie A., Asst. Univ. Cincinnati L., Cincinnati, O.  
 Carson, Jessie M., Children's Ln. Carnegie L., Hazlewood Br., Pittsburgh, Pa.  
 Carter, Lucy L., Cataloger P. L., Brookline, Mass.  
 Carver, Leonard D., Ln. State L., Augusta, Me.  
 Cate, Mrs. Mary, Asst. P. L., Wakefield, Mass.  
 Chadbourn, E. R., Lewiston, Me.  
 Chamberlain, Mrs. Marian L., Asst. P. L., Boston, Mass.  
 Chambert, Grace M., Asst. P. L., Worcester, Mass.  
 Chandler, Alice Greene, Advisory Ln. and Tr. Town L., Lancaster, Mass.  
 Chandler, Ellen M., Cataloger P. L., Buffalo, N. Y.  
 Chandler, William D., Tr. State L., Concord, N. H.  
 Chapman, Effie L., Asst. P. L., Cambridge, Mass.  
 Chapman, Emily K., Asst. Mattapan R. R., Milton, Mass.  
 Chapman, Grace D., student N. Y. State L. S., Albany, N. Y.  
 Chase, Adelaide M., Ln. Stone and Webster, 93 Federal St., Boston, Mass.  
 Chase, Alice W., Asst. F. P. L., Worcester, Mass.  
 Chase, Arthur Horace, Ln. State L., Concord, N. H.  
 Chase, Frederick, Ln. City L., Lowell, Mass.  
 Cheever, Mrs. A. C., Saugus, Mass.  
 Cheney, Frances S., Asst. Ln. Town L., Framingham, Mass.  
 Cheney, John Vance, Ln. Newberry L., Chicago, Ill.  
 Chevalier, Samuel Arthur, Cataloger P. L., Boston, Mass.  
 Child, Grace A., Ln. P. L., Derby, Conn.  
 Child, Marion E., Trustee P. L., Walpole, Mass.  
 Child, William B., Ln. Union League Club, N. Y. City.  
 Christian, Lucia L., Ln. P. L., Bridgewater, Mass.  
 Claffin, Louise, Asst. P. L., Cleveland, O.  
 Clark, Dr., Tr. P. L., Youngstown, Ohio.  
 Clark, Josephine A., Ln. U. S. Dept. of Agriculture L., Washington, D. C.  
 Clarke, Alma Arthur, Branch Ln., Y. M. C. A., N. Y. City.  
 Clarke, Edith E., Ln. Univ. of Vt. L., Burlington, Vt.  
 Clarke, Emma L., Ln. Town L., Framingham, Mass.  
 Clarke, Mary E., Ln.-in-charge P. L. Br., Brooklyn, N. Y.  
 Clarke, Mary Reynolds, Asst. F. P. L., Worcester, Mass.  
 Clendenin, Susan, Asst. Y. W. C. A. L., N. Y. City.  
 Clifford, Rev. C. J., Editor *Providence Visitor*, Providence, R. I.  
 Coates, A. B., Tr. P. L., Saugus, Mass.  
 Cobb, Edith H., Acushnet, Mass., student Drexel Inst. L. S.  
 Cobleigh, Miss E. S., Boston, Mass.  
 Coburn, Elizabeth S., Asst. Harvard Coll. L., Cambridge, Mass.  
 Coburn, Jennie M., Cataloger, Harvard Coll. L., Cambridge, Mass.  
 Cochrane, Anna C., Asst. P. L., Indianapolis, Ind.  
 Cochrane, Charlotte, Asst. Cataloger P. L., Quincy, Mass.  
 Cochrane, Sarah A., 2d Asst. Ln. P. L., Detroit, Mich.  
 Coffin, Mrs. Eva E., Ln. P. L., Peterborough, N. H.  
 Coit, Emily S., Cataloger P. L., Buffalo, N. Y.  
 Colby, Adah Marie, Asst. P. L., Brooklyn, N. Y.  
 Colcord, Mabel, Asst. N. Y. State L., Albany, N. Y.  
 Cole, George Watson, 1925 7th Ave., N. Y. City.  
 Cole, William A., ex-Ln., Millville, Mass.  
 Collingham, Rose, Asst. P. L., Providence, R. I.  
 Comegys, Mrs. Rose, 520 Madison Ave., Scranton, Pa.  
 Comer, Anna S., Asst. Ln. P. L., Winthrop, Mass.  
 Conner, Martha J., Willow Springs, Pa., student Drexel Inst. L. S.  
 Conway, Elizabeth, Ln. Mt. Hermon Sch., Mt. Hermon, Mass.  
 Coolidge, J. R., Tr. Boston Athenæum, Boston, Mass.  
 Coombs, Mrs. E. R., East Saugus, Mass.  
 Cooper, Louise B., Asst. F. L., Philadelphia, Pa.  
 Copeland, Lora A., Asst. P. L., Brockton, Mass.  
 Copeland, Sara Foster, Cataloger State L., Columbus, O.  
 Cordes, Bessie F., Ln. P. L., Winthrop, Mass.  
 Corey, Deloraine Pendre, Pres. P. L., Malden, Mass.  
 Corey, Mrs. Deloraine P., Malden, Mass.  
 Corwin, Miss E. F., Asst. State L., Lansing, Mich.  
 Cotting, Sarah E., Ln. P. L., Marlborough, Mass.  
 Covell, A. S., Tr. P. L., Magnolia, Mass. (Mason Building, Boston.)  
 Crain, Lucy B., Asst. F. P. L., Newton, Mass.  
 Crampton, Susan, Asst. Carnegie L., Pittsburgh, Pa.  
 Cramton, Ellen B., Ln. Levi Heywood Mem. L., Gardner, Mass.  
 Crandall, J. R., Jr., Remington typewriter, N. Y. City.  
 Crewitt, Mrs. Julia M., Omaha, Neb.  
 Crosby, Harriet L., Ln. Nevens Mem. L., Methuen, Mass.  
 Crosby, J. Allen, printer, Jamaica Plain, Mass.  
 Cross, Beulah L., Supply Clerk N. Y. State L., Albany, N. Y.  
 Crunden, Frederick M., Ln. P. L., St. Louis, Mo.  
 Crunden, Mrs. F. M., St. Louis, Mo.  
 Cufflin, M. Florence, Asst. P. L., Boston, Mass.  
 Cumming, Nellie, Watertown, Mass.  
 Cunnon, Rev. M. A., Br. of Cathedral L., 505 W. 40th St., N. Y. City.  
 Cunningham, Mrs. G. B., Trenton, N. J.  
 Curran, Mrs. Mary H., Ln. P. L., Bangor, Me.  
 Currier, T. Franklin, Head of Catalog Dept., Harvard Coll. L., Cambridge, Mass.  
 Cutter, Charles Ammi, Ln. Forbes L., Northampton, Mass.  
 Cutter, William Parker, Chief Order Division, U. S. Congress, Washington, D. C.  
 Cutter, Mrs. W. P., Washington, D. C.  
 Cutter, William R., Ln. P. L., Woburn, Mass.  
 Daggett, Caroline M., Head Cataloger P. L., Syracuse, N. Y.  
 Daly, Margaret C., Asst. P. L., Boston, Mass.  
 Dame, Katharine, Cataloger Cornell Univ. L., Ithaca, N. Y.  
 Damon, Lalia Mae, Asst. Forbes L., Northampton, Mass.  
 Dana, John Cotton, Ln. F. P. L., Newark, N. J.  
 Dana, Mrs. John C., Newark, N. J.

- Danforth, George F., Ln. Indiana Univ. L., Bloomington, Ind.
- Davis, Mrs. C. L., Saugus, Mass.
- Davis, Mrs. Eliza R., Custodian P. L., West End Br., Boston, Mass.
- Davis, Esther M., Cataloger Univ. Club L., N. Y. City.
- Davis, Olin Sylvester, Ln. P. L., Lakeport, N. H.
- Davison, Mrs. M. E., Ln. P. L., Dalton, Mass.
- Dawley, Grace H., Ln. P. L., Orange, Mass.
- Day, Madeleine R., Asst. P. L., N. Y. City.
- Day, Mary A., Ln. Gray Herbarium, Harvard Univ., Cambridge, Mass.
- Decker, Cora M., Asst. P. L., Scranton, Pa.
- Deery, Della Jean, Asst. P. L., Boston, Mass.
- Deming, Miss D., Albany, N. Y.
- Denison, George A., with G. & C. Merriam Co., Springfield, Mass.
- Dewey, Melvil, Director State L., Albany, N. Y.
- D'Wolf, Miss A. M., Asst. P. L., New Bedford, Mass.
- Diefendorf, D. Elizabeth, Asst. Ln. Wesleyan Univ. L., Middletown, Conn.
- Dielman, L. H., Cataloger State L., Annapolis, Md.
- Dielman, Mrs. L. H., Annapolis, Md.
- Dix, M. Etta, Asst. Ln. P. L., Melrose, Mass.
- Doane, Rebecca F., Ln. F. L., Milford, N. H.
- Doane, Walter Homer, Art Metallic Construction Co., Jamestown, N. Y.
- Doane, Mrs. W. H., Jamestown, N. Y.
- Dodge, Bertha Alma, student Ill. State L. S., Champaign, Ill.
- Dodge, Nellie E., Asst. City L., Springfield, Mass.
- Donnelly, June Richardson, student N. Y. State L. S., Albany, N. Y.
- Doran, Miss, Asst. P. L., Fall River, Mass.
- Doren, Electra Collins, Ln. P. L., Dayton, O., and 2d Vice President A. L. A.
- Dougherty, Anna R., Asst. F. L., Philadelphia, Pa.
- Douglass, Jessie M., Asst. Boston Athenæum, Boston, Mass.
- Dow, George Francis, Sec. Essex Institute, Salem, Mass.
- Downes, Mrs. William F., Ln. P. L., Canton, Mass.
- Downey, Mary E., Ln. P. L., Ottumwa, Ia.
- Doyle, Agnes C., Asst. P. L., Boston, Mass.
- Draper, Annie E., student N. Y. State L. S., Albany, N. Y.
- Draper, F. A., Publisher, Boston, Mass.
- Draper, Mrs. Henry, 271 Madison Ave., N. Y. City.
- Draper, Miriam S., Ln. Children's Museum, 185 Brooklyn Ave., Brooklyn, N. Y.
- Duddy, Bessie L., Asst. P. L., Somerville, Mass.
- Dudley, Charles R., Ln. P. L., Denver, Col.
- Duncan, W. H., Jr., Ln. Univ. Club L., N. Y. City.
- Dunn, Florence E., student N. Y. State L. S., Albany, N. Y.
- Durand, Susan M., Asst. P. L., Boston, Mass.
- Durkee, Cara D., Asst. Newberry L., Chicago, Ill.
- Eager, Sarah M., Asst. P. L., Racine, Wis.
- Eames, Wilberforce, Ln. Lenox Br. P. L., N. Y. City.
- Earhart, Frances E., Chicora, Pa., student Drexel Inst. L. S.
- Earl, Mrs. Elizabeth C., P. L. Com. of Indiana, Connersville, Ind.
- Eastman, Linda A., Vice-Ln. P. L., Cleveland, O.
- Eastman, Martha J., Ln. P. L., Westborough, Mass.
- Eastman, William Reed, Inspector P. L. Dept., State L., Albany, N. Y.
- Eastman, Mrs. William R., Albany, N. Y.
- Eastwood, Mary, Asst. State L., Albany, N. Y.
- Eaton, Miss, Asst. P. L., Brooklyn, N. Y.
- Edwards, Ella M., Cataloger P. L., Goshen, Ind.
- Egbert, Alice, Children's Ln. P. L., Omaha, Neb.
- Eger, Bertha, Cataloger P. L., N. Y. City.
- Eldridge, Eva A., Asst. Morse Institute, Natick, Mass.
- Eliot, Charles W., President Harvard Univ., Cambridge, Mass.
- Elmendorf, Henry L., Supt. P. L., Buffalo, N. Y.
- Elrod, Jennie, Ln. P. L., Columbus, Ind.
- Emerson, Mabel E., Ref. Ln. P. L., Providence, R. I.
- Emery, Alice F., Asst. Ln. F. L., Newton, Mass.
- Emery, E. W., Asst. Ln. State L., Augusta, Me.
- Emery, Gertrude, Children's Ln. P. L., Lynn, Mass.
- Engle, Emma R., Children's Ln. F. L., Philadelphia, Pa.
- Essex, Mary C., Cataloger P. L., Providence, R. I.
- Estey, G. Fred, Tr. P. L., Malden, Mass.
- Evans, Adelaide F., student Pratt Inst. L. S., Brooklyn, N. Y.
- Evans, Mrs. Alice G., Ln. P. L., Decatur, Ill.
- Everitt, Charles P., with Doubleday, Page & Co., N. Y. City.
- Fairbanks, Edward T., Sec. and Treas., St. Johnsbury Athenæum, St. Johnsbury, Vt.
- Fairchild, Rev. Edwin Milton, Lecturer Educational Church Board, Albany, N. Y.
- Fairchild, Mrs. Salome Cutler (Mrs. E. M.), Vice Director N. Y. State L. S., Albany, N. Y.
- Falkner, Roland P., Chief, Division of Documents, L. of Congress, Washington, D. C.
- Farr, Mary Parry, Library Organizer, 258 So. 44th St., Philadelphia, Pa.
- Farrar, Ida F., Head Cataloger City L., Springfield, Mass.
- Fatout, Nellie B., Ln. P. L., Elwood, Ind.
- Faucon, Charlotte, Milton, Mass.
- Faxon, Frederick Winthrop, Manager Library Dept. The Boston Book Co., 83-91 Francis St., Back Bay, Boston, Secretary of A. L. A. (Address 108 Glenway St., Dorchester, Mass.)
- Faxon, Mrs. F. W., Dorchester, Mass.
- Fearey, Charlotte S., Asst. State L., Albany, N. Y.
- Ferguson, M. Jay, Ln. Univ. of Oklahoma, Norman, Okla., student N. Y. State L. S.
- Fernald, Helen Augusta, 384 Adams St., Dorchester, Mass.
- Fichtenkam, Alice C., Head Cataloger, Documents Office, Washington, D. C.
- Field, Alice M., Asst. P. L., Brockton, Mass.
- Fisher, Georgiana O., Asst. P. L., Salem, Mass.
- Fison, Gertrude S., Asst. Forbes L., Northampton, Mass.
- Fison, Herbert W., Ln. Narragansett L. Assn., Peace Dale, R. I.
- Fitzgerald, Eva M., Ln. P. L., Kokomo, Ind.
- Flagg, Charles A., Asst. L. of Congress, Washington, D. C.

- Flash, *Mrs.* N. F., Homeopathic Hospital, Boston, Mass.
- Fleischner, Otto, Asst. Ln. P. L., Boston, Mass.
- Fletcher, Francis Richmond, Library Bureau, Boston, Mass.
- Fletcher, *Mrs.* F. R., Boston, Mass.
- Fletcher, May M., Ln. P. L., Ayer, Mass.
- Fletcher, Robert S., Ln. Carnegie P. L., Bradford, Pa.
- Fletcher, William I., Ln. Amherst Coll. L., Amherst, Mass.
- Fletcher, *Mrs.* W. I., Amherst, Mass.
- Flinn, Agnes E., Asst. State L., Albany, N. Y.
- Flint, Col. Weston, Ln. P. L. of the District of Columbia, Washington, D. C.
- Flint, *Mrs.* Weston, Washington, D. C.
- Follansbee, Alice C., Ln. P. L., Amesbury, Mass.
- Forrest, Gertrude E., Ln. P. L., Milton, Mass.
- Forsyth, Walter G., Asst. P. L., Boston, Mass.
- Foss, Sam Walter, Ln. P. L., Somerville, Mass.
- Foster, William E., Ln. P. L., Providence, R. I.
- Fox, *Mrs.* Mary A., Salem, Mass.
- Francis, Mary, Hartford, Conn.
- Freeman, Marilla Waite, Ln. P. L., Michigan City, Ind.
- French, *Mrs.* Charles H., Canton, Mass.
- Friedley, Georgia Anna, Asst. P. L., Bedford, Ind.
- Frinsdorff, Emily O., Asst. P. L., Boston, Mass.
- Fuller, Edith Davenport, Ln. Episcopal Theological Sch., Cambridge, Mass.
- Fuller, Frances Howard, 21 W. 101st St., N. Y. City, student N. Y. State L. S.
- Furbish, Alice C., Ln. P. L., Portland, Me.
- Gaffin, Frances E., Asst. P. L., Utica, N. Y.
- Galbreath, Charles B., Ln. State L., Columbus, O.
- Ganley, Marie, Cataloger P. L., Detroit, Mich.
- Gardner, Eva Swift, Asst. P. L., Providence, R. I.
- Garland, Caroline Harwood, Ln. P. L., Dover, N. H.
- Garretson, Harriet E., Classifier P. L., Cincinnati, O.
- Garrison, Frank W., Tr. Hathaway Book-Binding Co., Boston, Mass.
- Garrison, *Mrs.* F. W., Brookline, Mass.
- Garvin, Ethel, Asst. P. L., Providence, R. I.
- Gates, Edith M., Asst. F. P. L., Worcester, Mass.
- Gay, Ernest L., student N. Y. State L. S., Albany, N. Y.
- Gay, Frank Butler, Ln. Watkinson L., Hartford, Conn.
- Gay, *Mrs.* Frank B., Hartford, Conn.
- Gay, Helen Kilduff, Ln. P. L., New London, Conn.
- Gibbons, Rosa M., Cataloger P. L., Malden, Mass.
- Gibbs, *Miss* E. N., student N. Y. State L. S., Albany, N. Y.
- Gibbs, Laura Russell, 109 Brooks St., W. Medford, Mass.
- Gifford, William Logan Rodman, Ln. P. L., Cambridge, Mass.
- Gifford, *Mrs.* W. L. R., Cambridge, Mass.
- Gilbert, Emma H., 144 Elm St., Albany, N. Y.
- Gilbert, Walter M., Sec. Office, Columbia Univ., N. Y. City.
- Gile, Jessie S., Asst. P. L., Haverhill, Mass.
- Gilmore, Lucien Brainerd, Asst. Ln. P. L., Detroit, Mich.
- Gleason, Herbert W., Official A. L. A. Stenographer, 31 Pinckney St., Boston, Mass.
- Gleason, *Mrs.* Herbert W., Boston, Mass.
- Godard, George S., Ln. State L., Hartford, Conn.
- Godard, *Mrs.* George S., Hartford, Conn.
- Goddard, Edward M., Ln. Vt. Hist. Soc. and Asst. Ln. State L., Montpelier, Vt.
- Goddard, *Mrs.* Edward M., Montpelier, Vt.
- Goding, Sarah E., Asst. Ln. F. L., Philadelphia, Pa.
- Goeks, Hedwig M., Ln. P. L., Ottendorfer Br., N. Y. City.
- Goldberg, Bessie, Cataloger P. L., Chicago, Ill.
- Goodale, Grace, student Ill. State L. S., Champaign, Ill.
- Gookin, Edward, Sec. to Ln. Harvard Coll. L., Cambridge, Mass.
- Corse, Helen, St. Louis, Mo.
- Gould, Charles Henry, Ln. McGill Univ. L., Montreal, P. Q., Canada.
- Gracie, Helen, Asst. Carnegie L., Pittsburgh, Pa.
- Graffin, Frances, Asst. P. L., Utica, N. Y.
- Granger, Anne C., Asst. P. L., Cleveland, O.
- Graniss, Ruth S., student Pratt Inst. L. S., Brooklyn, N. Y.
- Gray, Paul E., Asst. P. L., Haverhill, Mass.
- Green, Carrie Smythe, Ln. Bangor Theological Seminary, Bangor, Me.
- Green, Samuel S., Ln. F. P. L., Worcester, Mass.
- Green, Walter Cox, Asst. P. L., N. Y. City.
- Greene, Charlotte W., Ln. Bigelow F. P. L., Clinton, Mass.
- Greenleaf, Arthur P., Tr. Parlin Mem. L., Everett, Mass.
- Greenman, E. May, Asst. State L., Albany, N. Y.
- Grierson, *Mrs.* E. S., Ln. P. L. of Calumet & Heck Mining Co., Calumet, Mich.
- Groves, Charlotte E., student N. Y. State L. S., Albany, N. Y.
- Guerrier, Edith, Custodian P. L., Station W., Boston, Mass.
- Guggenheimer, Aimée, Ln. U. S. Bureau of Forestry, Washington, D. C.
- Guild, *Mrs.* Chester, Boston, Mass.
- Hadley, Anna, Ln. Ansonia L., Ansonia, Conn.
- Hafner, Alfred, of G. E. Stechert, N. Y. City.
- Hagar, Sarah C., Ln. Fletcher F. L., Burlington, Vt.
- Haines, Helen E., Managing Editor, *Library Journal*, 298 Broadway, N. Y. City.
- Hall, Belle S., Asst. P. L., Boston, Mass.
- Hall, Drew B., Ln. Millicent L., Fairhaven, Mass.
- Hall, *Mrs.* Drew B., Fairhaven, Mass.
- Hall, E. Frances, Ln. Mass. Agricultural Coll., Amherst, Mass.
- Hamant, G. R., Tr. P. L., North Brookfield, Mass.
- Hamant, *Mrs.* G. R., North Brookfield, Mass.
- Hamilton, Geneva Ring, Asst. Ln. Univ. of Me., Orono, Me.
- Hannum, Charlotte K., Asst. Drexel Inst. L., Philadelphia, Pa.
- Hanson, James Christian Meinich, Chief Catalog Division, L. of Congress, Washington, D. C.
- Harris, Isabella, Cataloger P. L., Milton, Mass.
- Harrison, Joseph LeRoy, Ln. Providence Athenæum, Providence, R. I.

- Hart, Mildred, Chattanooga, Tenn.  
 Hartich, *Mrs.* Alice D., Ln.-in-charge P. L., Bushwick Br., Brooklyn, N. Y.  
 Hartwick, Howard B., 1st Asst. Ln., State L., Harrisburg, Pa.  
 Hartwick, *Mrs.* H. B., Harrisburg, Pa.  
 Hasse, Adelaide R., Asst. P. L., N. Y. City.  
 Hastings, C. H., Asst. in Catalog Div., L. of Congress, Washington, D. C.  
 Haupt, Lura S., Asst. P. L., Cleveland, O.  
 Haven, Georgetta, Cataloger P. L., Cincinnati, O.  
 Haven, Phebe P., 3575 Eden Ave., Cincinnati, O.  
 Hawkins, Emma J., student N. Y. State L. S., Albany, N. Y.  
 Hawkins, *Mrs.* George, Malone, N. Y.  
 Hawley, Frances B., Supt. Branches and Apprentices, P. L., Brooklyn, N. Y.  
 Hawley, Mary Elizabeth, Cataloger The John Crerar L., Chicago, Ill.  
 Hayes, Edith Bancroft, Asst. P. L., Somerville, Mass.  
 Haynes, Emily M., Ln. Joshua Hyde L., Sturbridge, Mass. Student Drexel Institute L. S.  
 Haynes, Frances E., Asst. Ln., Mt. Holyoke Coll. L., So. Hadley, Mass.  
 Hazeltine, Mary Emogene, Ln. James Prendergast L., Jamestown, N. Y.  
 Heath, Rose, Asst. P. L., Brookline, Mass.  
 Heatwole, *Mrs.* Ella R., Ln. P. L., Goshen, Ind.  
 Hedge, Frederic H., ex-Ln., Brookline, Mass.  
 Hellings, Emma L., Philadelphia, Pa.  
 Hemmings, Anita, Asst. P. L., Boston, Mass.  
 Henderson, Maud R., Asst. P. L., N. Y. City.  
 Henry, W. E., Ln. State L., Indianapolis, Ind.  
 Hensel, Martin, Ln. P. Sch. L., Columbus, O.  
 Hepburn, William M., student N. Y. State L. S., Albany N. Y.  
 Herbert, Clara Wells, Asst. P. L., Bushwick Br., Brooklyn, N. Y.  
 Herron, Leonora E., Ln. Hampton Inst. L., Hampton, Va.  
 Hewett, Jane A., Ln. Morrell Mem. L., Norwood, Mass.  
 Hewins, *Mrs.* C. A., West Roxbury, Mass.  
 Hewins, Caroline M., Ln. P. L., Hartford, Conn.  
 Hewins, Lucy C., West Roxbury, Mass.  
 Hicks, *Mrs.* J., Calhoun Falls, S. C.  
 Higbee, *Mrs.* E. W., 6 West St., Northampton, Mass.  
 Hildebrand, Lee B., Asst. P. L., St. Louis, Mo.  
 Hill, Frank Pierce, Ln. P. L., Brooklyn, N. Y.  
 Hill, Frank Pierce, Jr., Brooklyn, N. Y.  
 Hill, Harriet F., Asst. Ln. City L., Lowell, Mass.  
 Hinckley, George L., Asst. Forbes L., Northampton, Mass.  
 Hine, J. William, Art Metal Construction Co., 406 Tremont Bldg., Boston, Mass.  
 Hitchcock, Grace L., Asst. P. L., Boston, Mass.  
 Hitchler, Theresa, Supt. of Cataloging, P. L., Brooklyn, N. Y.  
 Hoagland, Merica, Library Organizer of Indiana P. L. Commission, Indianapolis, Ind.  
 Hodge, *Mrs.* Harriet Evans, Ln. Univ. of Cincinnati L., Cincinnati, O.  
 Hodges, Nathaniel Dana Carlile, Ln. P. L., Cincinnati, O.  
 Hollingworth, Ida F., Cataloger P. L., Dover, N. H.  
 Holston, Isabel, Ln. Deptford Institute F. L., Woodbury, N. J.  
 Hooper, Louisa M., Ln. P. L., Brookline, Mass.  
 Hopkins, Anderson Hoyt, Asst. Ln. The John Crerar L., Chicago, Ill.  
 Hopkins, *Mrs.* Anderson H., Evanston, Ill.  
 Hosmer, *Dr.* James Kendall, Ln. P. L., Minneapolis, Minn., and First Vice-President A. L. A.  
 Houghton, Celia M., Littleton, Mass., student N. Y. State L. S.  
 Houghton, *Miss* E. G., 191 Commonwealth Ave., Boston, Mass.  
 Houghton, John C., Ln. F. P. L., Lynn, Mass.  
 Hume, Jessie F., Ln. Queen's Borough L., L. I. City, N. Y.  
 Humphrey, Gertrude Priscilla, Organizer P. L., Lansing, Mich.  
 Humphrey, L. D., with Houghton, Mifflin & Co., Boston, Mass.  
 Hunkins, Grace Hamilton, Asst. P. L., Haverhill, Mass.  
 Hunt, Clara W., Children's Ln. F. P. L., Newark, N. J.  
 Hunt, Edward B., Chief Cataloger P. L., Boston, Mass.  
 Hurter, Florence D., Asst. P. L., Somerville, Mass.  
 Husted, Harriet F., Ln. Y. W. C. A. L., N. Y. City.  
 Hutchins, Fernald, Asst. P. L., Boston.  
 Hutchins, Frank A., Sec. Wis. F. L. Com., Madison, Wis.  
 Hutchinson, Susan A., Ln. Brooklyn Inst. Museum L., Brooklyn, N. Y.  
 Iles, George, Park Ave. Hotel, N. Y. City.  
 Isbister, Jennie E., Asst. P. L., Cleveland, O.  
 Isom, Mary Frances, Ln. L. Assoc., Portland, Oregon.  
 Jackson, *Rev.* George A., Ln. General Theological L., Boston, Mass.  
 Jahr, Torstein, Cataloger L. of Congress, Washington, D. C.  
 James, Hannah P., Ln. Osterhout F. L., Wilkesbarre, Pa.  
 James, *Miss* M. S. R., Ln. Library Bureau, Boston, Mass.  
 James, William John, Ln. Wesleyan Univ. L., Middletown, Conn.  
 Janvrin, Charles E., Hampton Falls, N. H., student Drexel Inst. L. S.  
 Jencks, Charles W., Providence, R. I.  
 Jenkins, Beatrice M., Asst. P. L., Dover, N. H.  
 Jenks, Edwin M., student N. Y. State L. S., Albany, N. Y.  
 Johnson, *Miss* A. L., Asst. Parlin Mem. L., Everett, Mass.  
 Johnson, Arolyn L., Asst. F. P. L., Worcester, Mass.  
 Johnson, Edith, Leavenworth, Kan.  
 Johnson, Ellen L., Ln. Parlin Mem. L., Everett, Mass.  
 Johnson, *Mrs.* G. G., 58 Church St., Hartford, Conn.  
 Johnson, Mary Hannah, Ln. Carnegie L., Nashville, Tenn.  
 Johnson, Ortha B., Asst. Ln. P. L., Leavenworth, Kan.  
 Johnston, Charles D., Ln. Cossitt L., Memphis, Tenn.  
 Johnston, Dunkin V. R., Ref. Ln. State L., Albany, N. Y.

- Johnston, *Mrs.* Dunkin V. R., Albany, N. Y.  
 Jones, E. Louise, Cataloger P. L., North Andover, Mass.  
 Jones, Gardner Maynard, Ln. P. L., Salem, Mass., and Treas. A. L. A.  
 Jones, *Mrs.* Gardner M., Salem, Mass.  
 Jones, *Mrs.* J. A., San Antonio, Texas, student Drexel Inst. L. S.  
 Jones, Ralph K., Ln. Univ. of Maine, Orono, Me.  
 Jordan, Alice M., Children's Ln. P. L., Boston, Mass.  
 Josephson, Aksel Gustav Salomon, Cataloger The John Crerar L., Chicago, Ill.  
 Judd, Lewis Strong, Asst. Ln. P. L., N. Y. City.  
 Katz, Louise W., student N. Y. State L. S., Albany, N. Y.  
 Kautz, F. R., Trustee Butler Coll. L. (address care Bowen Merrill Co., Indianapolis, Ind.).  
 Kavana, Julia D. W., Ln. P. L., Wendell, Mass.  
 Keefer, Jessie G., Asst. P. L., Scranton, Pa.  
 Keenan, John J., Asst. P. L., Boston, Mass.  
 Keenan, Matthew T., Asst. P. L., Boston, Mass.  
 Keller, Helen Rex, Asst. P. L., Boston, Mass.  
 Kelley, Helen T., Supt. of Circulation P. L., Detroit, Mich.  
 Kellogg, Louise Phelps, Asst. Wis. State Hist. Soc., Madison, Wis.  
 Kellogg, Paul C., Remington typewriter, Boston, Mass.  
 Kelly, H. J., Tr. P. L., Toronto, Ont., Canada.  
 Kelly, *Mrs.* H. J., Toronto, Ont., Canada.  
 Kelso, Tessa L., with Baker & Taylor Co., 33 Union Sq., N. Y. City.  
 Kennard, Louise, Training Class, Carnegie L., Pittsburgh, Pa.  
 Kent, Henry W., Ln. Grolier Club, 29 E. 32d St., N. Y. City.  
 Keogh, Andrew, Ref. Ln. Yale Univ. L., New Haven, Conn.  
 Kerr, Helen J., Asst. P. L., Malden, Mass.  
 Kerr, Willis H., Sec. Bellevue Coll., Bellevue, Neb.  
 Keyes, Virginia M., Ln. Town L., Lancaster, Mass.  
 Kilburn, *Mrs.* Harriet M., 192 Marlborough St., Boston, Mass.  
 Kimball, W. C., Tr. P. L., Passaic, N. J., Chairman N. J. L. Commission, Trenton, N. J.  
 King, Ellen, 1st Asst. F. L. of Philadelphia, Germantown Br., Germantown, Pa.  
 Kingman, Helene Agnes, Cataloger F. P. L., Trenton, N. J.  
 Kinsman, Carrie H., Asst. P. L., Salem, Mass.  
 Kirkland, Marion P., Ln. Cary L., Lexington, Mass.  
 Kite, Agnes C., Ln. F. L., West Phila. Br., Philadelphia, Pa.  
 Knight, Marion A., Classifier, Carnegie L., Pittsburgh, Pa.  
 Koch, Theodore Wesley, Asst. L. of Congress, Washington, D. C.  
 Koopman, Harry Lyman, Ln. Brown Univ. L., Providence, R. I.  
 Koster, Caroline Louise, Children's Ln. Carnegie L., Mt. Washington Br., Pittsburgh, Pa.  
 Kroeger, Alice Bertha, Ln. Drexel Inst. L., Philadelphia, Pa.  
 Kyle, Bertha G., Asst. City L., Lowell, Mass.  
 Kyle, Clara A., Asst. Ln., Parlin Mem. L., Everett, Mass.  
 Lamb, Eliza, Ln. Western Coll., Oxford, O.  
 Lambert, Cecelia C., Ln. P. L., Passaic, N. J.  
 Lamprey, Mary L., Ln. Ames F. L., North Easton, Mass.  
 Lane, Belle, St. Louis, Mo.  
 Lane, Mrs. C. M., Cambridge, Mass.  
 Lane, Mrs. Evelyn N., Chief Issue Dept. City L., Springfield, Mass.  
 Lane, Lucius Page, Cataloger P. L., Boston, Mass.  
 Lane, William Coolidge, Ln. Harvard Coll. L., Cambridge, Mass.  
 Larsen, Martha, Asst. Deichmanske Bibliothek, Kristiania, Norway, student N. Y. State L. S.  
 Lawrence, Etta F., Asst. P. L., New Bedford, Mass.  
 Leach, Margaret, Ln., No. Brookfield, Mass.  
 Learned, Lucie A., Asst. P. L., Boston, Mass.  
 Lease, Evelyn S., Asst. Kellogg Hubbard L., Montpelier, Vt.  
 Leavitt, Luella K., Asst. P. L., Boston, Mass.  
 Le Clair, Minnie, Asst. P. L., Brooklyn, N. Y.  
 Lee, Francis H., Tr. P. L., Petersham, Mass.  
 Lee, G. W., Information and Research Ln., 93 Federal St., Boston, Mass.  
 Lefavour, Henry, Pres. Simmons Coll., 30 Huntington Ave., Boston, Mass.  
 Le Huray, Louise, Ln. F. L., Summit, N. J.  
 Leighton, *Mrs.* Flora H., Sec'y to Ln. City L., Springfield, Mass.  
 Leipziger, Henry M., Consulting Ln., Aguilar L., 113 E. 59th St., N. Y. City.  
 Leipziger, Pauline, Ln., Aguilar L., N. Y. City.  
 Leonard, Grace Fisher, Asst. Ln. Providence Athenæum, Providence, R. I.  
 Lewis, Kate, West Superior, Wis., student Pratt Inst. L. S.  
 Libbie, F. J., 646 Washington St., Boston, Mass.  
 Lincoln, Roland C., Tr. P. L., Manchester, Mass.  
 Lindsay, Mary Boyden, Ln. F. P. L., Evanston, Ill.  
 Little, George T., Ln. Bowdoin Coll. L., Brunswick, Me.  
 Livermore, *Mrs.* Susan E., Asst. Charlestown Br. P. L., Boston, Mass.  
 Locke, John S., Asst. P. L., Boston, Mass.  
 Lochman, Harriet D., Asst. P. L., Cambridge, Mass.  
 Lord, Isabel Ely, Ln. Bryn Mawr Coll. L., Bryn Mawr, Pa.  
 Loring, Katharine P., Pride's Crossing, Mass.  
 Lowell, James A., Training Class, City L., Springfield, Mass.  
 Lyman, Alice, Asst. State L., Albany, N. Y.  
 Lyman, Bertha H., Asst. P. L., Providence, R. I.  
 Lyman, Mary E., Trustee Levi E. Coe P. L., Middlefield, Conn.  
 Lynde, Sarah A., Tr. and Assoc. Ln. P. L., Stoughton, Mass.  
 McCaine, *Mrs.* Helen J., Ln. P. L., St. Paul, Minn.  
 McConnell, Lilian B., Merrimac, Mass.  
 McCullough, Elizabeth, Ln. Logansport, Ind.  
 McCurdy, Robert Morrill, student N. Y. State L. S., Albany, N. Y.  
 McDevitt, Cora E., Book-dealer, N. Y. City.

- McDowell, Grace E., Asst. P. L., Bushwick Br., Brooklyn, N. Y.
- McGuffey, Margaret D., Chief Issue Dept. P. L., Boston, Mass.
- McIntire, Elizabeth H., Asst. P. L., Salem, Mass.
- McIntire, Mary A., Asst. Harvard Coll. L., Cambridge, Mass.
- Mackay, Margaret S., Asst. McGill Univ. L., Montreal, Can.
- Mackay, Susan H., Asst. P. L., Boston, Mass.
- McKee, Miss, Asst. P. L., Kalamazoo, Mich.
- McKinnon, Barbara, Asst. Carey L., Lexington, Mass.
- McKirdy, Alice E., 1st Asst. So. End Br. P. L., Boston, Mass.
- McMahon, Rev. Joseph H., Director Cathedral L., N. Y. City.
- McMillan, Mary, Asst. P. L., Brooklyn, N. Y.
- McMillan, Elizabeth McN., Children's Ln. P. L., Scranton, Pa.
- McMullen, Grace L., Filer Columbia Univ. L., N. Y. City.
- McRitchie, Euphemia D., Hillsdale, Mich., student Drexel Inst. L. S.
- Macrum, Mary F., Chief Loan Dept., Carnegie L., Pittsburgh, Pa.
- McSweeney, M. Agnes, Asst. P. L., Boston, Mass.
- Macurdy, Theodosia E., Chief Order Dept. P. L., Boston, Mass.
- Mahoney, Jeremiah T., Tr. P. L., Salem, Mass.
- Maiers, William C., Jr., Asst. P. L., Boston, Mass.
- Malkan, Henry, Bookseller, 1 William St., N. Y. City.
- Maltbie, Anne L., Cataloger State L., Hartford, Conn.
- Maltby, Mrs. Silas B., Children's Ln. P. L., Buffalo, N. Y.
- Mann, Olive L., student N. Y. State L. S., Albany, N. Y.
- Manning, Richard C., Pres. Salem Athenæum, Salem, Mass.
- Mansfield, Mrs. Julia W., Cataloger Harvard Coll. L., Cambridge, Mass.
- Marsh, Alice F., Dedham, Mass.
- Marsh, Lillian A., Asst. F. P. L., Newark, N. J.
- Marsh, Louise T., Asst. Ln. P. L., Dedham, Mass.
- Marsh, Louise V., Asst. Robbins L., Arlington, Mass.
- Martel, Charles, Asst. L. of Congress, Washington, D. C.
- Marvin, George R., student N. Y. State L. S., Albany, N. Y.
- Mason, Edith H., 1st Asst. P. L., Pawtucket, R. I.
- Mason, Ethel W., Asst. L. of Congress, Washington, D. C.
- Masters, Lydia W., Asst. P. L., Watertown, Mass.
- Mastrin, Mary E., Ln. Fletcher Mem. L., Ludlow, Vt.
- Matthews, Harriet L., Ln. P. L., Lynn, Mass.
- Mayberry, Bertha R., Asst. P. L., Bangor, Me.
- Mayberry, Carrie C., Asst. P. L., Bangor, Me.
- Mayhew, Esther M., Asst. P. L., Somerville, Mass.
- Medlicott, Mary, Ref. Ln. City L., Springfield, Mass.
- Mellen, Helen L., Ln. Tufts Coll. L., Medford, Mass.
- Merrill, Bertha H., Bookbuyer and Cataloger P. L. of Calumet & Hecla Mining Co., Calumet, Mich. (Address 12 Ashburton Place, Boston, Mass.)
- Merrill, Ella F., Asst. P. L., Malden, Mass.
- Merrill, Mrs. Emily A., Cambridge, Mass.
- Merrill, Frederick W., Tr. P. L., Amesbury, Mass.
- Meyer, Emma, Ln. P. L., Delphi, Ind.
- Meyer, Hermann H. B., student Pratt Inst. L. S., Brooklyn, N. Y.
- Middleton, Jean Young, Ln. Apprentices' L., Philadelphia, Pa.
- Miersch, Ella E., Ln. P. L., Southbridge, Mass.
- Miller, Eva L., Springfield, Mass.
- Miller, Grace, Ln. D. A. Wells Economic L.; City L., Springfield, Mass.
- Miller, Mabel Heath, Asst. P. L., Haverhill, Mass.
- Mitchell, Gertrude E., Cataloger F. P. L., New Haven, Conn.
- Mitchell, Sydney B., Asst. McGill Univ. L., Montreal, Canada.
- Moffat, Mary, Asst. L. of Congress, Washington, D. C.
- Montgomery, Thomas L., Ln. Wagner Free Inst., Philadelphia, Pa.
- Moody, Henrietta, Sweetser Sch. L., Thornton Academy, Saco, Me.
- Mooney, George V., Asst. P. L., Boston, Mass.
- Mooney, Katherine G., Asst. West End Br. P. L., Boston, Mass.
- Moore, Annie Carroll, Children's Ln. Pratt Inst. L., Brooklyn, N. Y.
- Morrison, Homer, Asst. P. L., Quincy, Mass.
- Morrison, Mrs. Mary, 31 Massachusetts Ave., Boston, Mass.
- Morse, Anna Louise, Millbury, Mass.
- Morse, Carrie L., Custodian West Roxbury Br. P. L., Boston, Mass.
- Morse, Maud M., Asst. P. L., Boston, Mass.
- Morton, A. Louise, Cataloger City L., Springfield, Mass.
- Moulton, John Grant, Ln. P. L., Haverhill, Mass.
- Mudge, Isadore Gilbert, Ref. Ln. Univ. of Ill. L., Champaign, Ill.
- Mulliken, Clara, Asst. State Univ. L., Lincoln, Neb.
- Mullon, Lydia, Lincoln, Neb., student N. Y. State L. S.
- Mullon, Mrs. O. A., Lincoln, Neb.
- Murray, Grace L., Asst. P. L., Boston, Mass.
- Myler, Mary, Ln. P. L. Branch No. 1., Detroit, Mass.
- Neill, Ella F., Asst. P. L., Milton, Mass.
- Nelson, Charles Alexander, Ref. Ln. Columbia Univ. L., N. Y. City.
- Nelson, Peter, Asst. State L., Albany, N. Y.
- Newell, Louise E., Classifier City L., Manchester, N. H.
- Newhall, Emma E., Ln. F. P. L., Saugus, Mass.
- Newhall, Mrs. Henry E., 56 Rutland Sq., Boston, Mass.
- Newman, Alice H., Ann Arbor, Mich., student Drexel Inst. L. S.
- Newton, Miss E. J., Ln. Robbins L., Arlington, Mass.
- Nicholl, Mary Wylie, Ln. Bellevue Coll. L., Bellevue, Neb.

- Nichols, Adelaide A., Asst. P. L., Boston, Mass.  
 Nichols, Emma O., Ln. Cary Br. L., East Lexington, Mass.  
 Norcross, F. Mabel, Cataloger P. L., Somerville, Mass.  
 Nutting, George E., Ln. P. L., Fitchburg, Mass.  
 Nye, Elizabeth C., Ln. Sturgis L., Barnstable, Mass.  
 Oakley, Christina Van Allen, Asst. F. L., Newburgh, N. Y.  
 Oakley, Minnie M., Asst. Ln. Wis. State Hist. Soc., Madison, Wis.  
 Oberly, Beatrice C., Ln. Bureau of Animal Industry, Dept. of Agriculture, Washington, D. C.  
 Odell, Helen P., Ln.-in-charge P. L., Williamsburgh Br., Brooklyn, N. Y.  
 Olcott, Frances Jenkins, Chief Children's Dept., Carnegie L., Pittsburgh, Pa.  
 Osborn, Mrs. Anna F., Hartland, Me.  
 Osborn, Emily B., Asst. Boston Athenæum, Boston, Mass.  
 Osborn, Lyman P., Ln. Peabody Inst., Peabody, Mass.  
 Osborn, Mrs. Lyman P., Curator and Ln. Peabody Hist. Soc., Peabody, Mass.  
 Osborne, Robert W., with D. Appleton & Co., Boston, Mass.  
 Overton, Florence, Asst. Ln. P. L., Yorkville Br., N. Y. City.  
 Owen, Esther B., Asst. P. L., Hartford, Conn.  
 Packard, Mary F., Asst. Ln. P. L., Lawrence, Mass.  
 Page, Walter H., of Doubleday, Page & Co., N. Y. City.  
 Palmer, Alice G., Asst. P. L., Milton, Mass.  
 Palmer, Bertha, Ln. Brearley Sch., N. Y. City.  
 Palmer, Henrietta R., 292 Rugby St., Providence, R. I.  
 Palmer, W. Millard, Bookseller, Grand Rapids, Mich.  
 Parham, Nellie E., Ln. Withers P. L., Bloomington, Ill.  
 Parker, Bessie I., Asst. P. L., Dover, N. H.  
 Parker, Haida M., Asst. P. L., Cambridge, Mass.  
 Parker, S. R., Asst. Cooper Union L., N. Y. City.  
 Parker, William A., with Damrell & Upham, Boston, Mass.  
 Parshley, Lillian E., Ln. P. L., Rochester, N. H.  
 Parsons, A. J., Chief of Div. of Prints, L. of Congress, Washington, D. C.  
 Partridge, Myra R., Ln. Morse Inst., Natick, Mass.  
 Patch, Mrs. Emily D., Ln. Peabody Inst., Danvers, Mass.  
 Patten, Frank Chauncey, 61 Wall St., Kingston, N. Y.  
 Patterson, Marian, student N. Y. State L. S., Albany, N. Y.  
 Patton, Norman S., Architect, Chicago, Ill.  
 Paul, Florence, Asst. P. L., Medford, Mass.  
 Pearson, Kate O., student Pratt Inst. L. S., Brooklyn, N. Y.  
 Pease, Grace, Ln. Field Mem. L., Conway, Mass.  
 Peck, Dr. Elizabeth, Philadelphia, Pa.  
 Peck, Nina A., Asst. P. L., Cleveland, O.  
 Peckham, Dr. George W., Ln. P. L., Milwaukee, Wis.  
 Peoples, William Thaddeus, Ln. Mercantile L., N. Y. City.  
 Pepper, Elsie L., Asst. State L., Albany, N. Y.  
 Perley, Clarence W., Classifier The John Crerar L., Chicago, Ill.  
 Perry, Lucy Ware, Salem, Mass.  
 Pettee, Julia E., Asst. Vassar Coll. L., Poughkeepsie, N. Y.  
 Petty, Annie F., Ln. State Normal Coll. L., Greensboro, N. C.  
 Phillips, Mary E., Ln. P. L., Oneonta, N. Y.  
 Phillips, LeRoy, with Ginn & Co., Boston, Mass.  
 Pierce, Col. A. E., Tr. P. L., Pawtucket, R. I.  
 Pierce, Frances, Asst. Northwestern Univ. L., Evanston, Ill.  
 Piper, William Taggard, Tr. P. L., Cambridge, Mass.  
 Plummer, Mary Wright, Ln. and Director Pratt Institute F. L., Brooklyn, N. Y.  
 Poirier, Lydia M., Ln. P. L., Duluth, Minn.  
 Poland, Myra, Asst. Ln. Osterhout F. L., Wilkes-Barre, Pa.  
 Pollock, Mary H., Asst. P. L., Salem, Mass.  
 Pond, Nancy M., Ln. Peck L., Norwich, Ct.  
 Pope, Alice E., Cataloger Harvard Coll. L., Cambridge, Mass.  
 Porter, W. T., Tr. P. L., Cincinnati, O.  
 Pospishill, Lillian, Children's Ln., Cedar Rapids, Ia.  
 Potter, Alfred C., Asst. Harvard Coll. L., Cambridge, Mass.  
 Power, Effie Louise, Children's Ln. P. L., Cleveland, O.  
 Prentice, Alice M., Asst. F. P. L., Worcester, Mass.  
 Prescott, Annie, Ln. P. L., Auburn, Me.  
 Price, Helen U., Kent, Ohio.  
 Puffer, Dorothy, Asst. P. L., Boston, Mass.  
 Pugsley, Maud Mary, Acting Ln., Adams Mem. L., Wheaton, Ill.  
 Purinton, Pearle L., Cataloger Parlin L., Everett, Mass.  
 Putnam, Beatrice, Ln. F. P. L., Uxbridge, Mass.  
 Putnam, Herbert, Ln. of Congress, Washington, D. C.  
 Quimby, Cora A., Ln. P. L., Winchester, Mass.  
 Rabardy, Etta L., Asst. Boston Athenæum, Boston, Mass.  
 Rae, Nellie L., Asst. P. L., Fall River, Mass.  
 Rahn, Lucy, Asst. P. L., St. Paul, Minn.  
 Randall, Clara H., Asst. Morse Inst., Natick, Mass.  
 Rankin, George W., Ln. P. L., Fall River, Mass.  
 Rantoul, Robert S., Pres. Essex Inst., Salem, Mass.  
 Raub, Ruth D., Asst. Purdue Univ. L., Lafayette, Ind.  
 Ray, Elizabeth C., 1st Asst. P. L., Holyoke, Mass.  
 Ray, Frances K., student N. Y. State L. S., Albany, N. Y.  
 Ray, Richard, Jr., Ln. Boston Y. M. C. Union L., Boston, Mass.  
 Ray, Mrs. Richard, Boston, Mass.  
 Read, Carrie E., ex-Ln., Littleton, Mass.  
 Reed, Mrs. Elizabeth T., Custodian P. L., Dorchester Br., Boston, Mass.  
 Reed, George E., Ln. Penn. State L., Harrisburg, Pa.  
 Reznor, Adaline T., Asst. P. L., Cleveland, O.  
 Rice, Mrs. Harry R., Lowell, Mass.  
 Richardson, Miss, Asst. P. L., Brooklyn, N. Y.  
 Richmond, Lucy C., Ln. P. L., Adams, Mass.



- Rick, Bertha E., Jamestown, N. Y., student Drexel Inst. L. S.
- Ricker, Ella W., Ln. Fogg Mem. L., South Berwick, Me.
- Ridgeway, Edith, Asst. F. L., Philadelphia, Pa.
- Ritchie, John, Ln. Appalachian Mt. Club, Boston, Mass.
- Ritter, Jessie L., Asst. P. L., Cleveland, O.
- Robbins, Mary Esther, Asst. P. L., Brookline, Mass.
- Roberts, Flora B., Cataloger State L., Lansing, Mich.
- Robinson, Alice M., Asst. P. L., Boston, Mass.
- Robinson, John, Tr. P. L., Salem, Mass.
- Robinson, Mabel F., Cataloger P. L., Cincinnati, O.
- Roden, Carl B., Supt. Ordering Dept. P. L., Chicago, Ill.
- Rodgers, Anna H., Asst. State L., Albany, N. Y.
- Rogers, Florence S., 30 Brainerd St., New London, Conn.
- Root, Azariah Smith, Ln. Oberlin Coll. L., Oberlin, O.
- Root, Mrs. Mary E. S., Children's Ln. P. L., Providence, R. I.
- Ropes, Rev. William Ladd, Ln. Andover Theological Seminary, Andover, Mass.
- Rose, Alice L., Asst. Forbes L., Northampton, Mass.
- Rosenthal, Herman, Asst. P. L., Astor L., N. Y. City.
- Rule, Elizabeth E., Asst. P. L., Lynn, Mass.
- Russell, Mable M., Concord, N. H.
- Sackett, Gertrude, Asst. Carnegie L., Pittsburgh, Pa.
- Sanborn, Alice E., Ln. Wells Coll. L., Aurora, N. Y.
- Sanders, Mrs. Minerva A., Ln. P. L., Pawtucket, R. I.
- Sargent, Abbie L., Ref. Ln. P. L., Medford, Mass.
- Sargent, Mary E., Ln. P. L., Medford, Mass.
- Sawyer, Esther W., Asst. F. P. L., Worcester, Mass.
- Sawyer, Ida E., Cataloger, Northwestern Univ. L., Evanston, Ill.
- Sawyer, Jessie S., Evanston, Ill., student Drexel Inst. L. S.
- Sawyer, Mary, Tr. and Ln. P. L., Boxford, Mass.
- Saxe, Mary S., Ln. P. L., Westmount, P. Q., Canada.
- Schmidt, Alfred F. W., Asst. L. of Congress, Washington, D. C.
- Scott, Mrs. Adele C. Reed, 106 E. Green St., Champaign, Ill.
- Scott, Angeline, Ln. P. L., South Norwalk, Conn.
- Scott, W., 10 Hollis St., Cambridge, Mass.
- Sears, Alice W., Asst. P. L., Somerville, Mass.
- Secombe, Annabell C., Milford, N. H.
- Seemuller, Mary, Asst. P. L., Boston, Mass.
- Seymour, May, Education Ln., State L., Albany, N. Y.
- Sharp, Katharine L., Head Ln. and Director of L. S., Univ. of Ill., Urbana, Ill.
- Shattuck, Mrs. M. F., Lawrence L., Pepperell, Mass.
- Shaw, Bertha M., Ln. Maclure L., Pittsford, Vt.
- Shaw, Laurence M., Asst. P. L., Providence, R. I.
- Shaw, R. K., Asst. L. of Congress, Washington, D. C.
- Shaw, R. T., New Eng. Manager Art Metal Construction Co., Boston, Mass.
- Shepard, Alice, 1st Asst. City L., Springfield, Mass.,
- Shepard, Mrs. Harriet A., Ln. Beebe Town L. Wakefield, Mass.
- Sheridan, Margaret A., Custodian South End Br. P. L., Boston, Mass.
- Sheridan, Mary C., Asst. P. L., Boston, Mass.
- Sherrill, Grace M., Asst. P. L., Utica, N. Y.
- Shippen, Rev. Rush R., Tr. P. L., Brockton, Mass.
- Shumway, Marion H., Asst. P. L., Boston, Mass.
- Sickley, John C., Ln. Adriance Mem. L., Poughkeepsie, N. Y.
- Siddall, Lucy L., Ln. P. L., East Bridgewater, Mass.
- Simmons, Edith O., Asst. City L., Manchester, N. H.
- Simpson, Frances, Head Cataloger Univ. of Ill. L., Champaign, Ill.
- Simpson, Medora J., Ln. Fitz P. L., Chelsea, Mass.
- Slater, Ruth, Tr. P. L., Webster, Mass.
- Small, M. Louise, Asst. P. L., Malden, Mass.
- Smith, Adele, Asst. Ln. P. L., Somerville, Mass.
- Smith, Anne A., Ln. City L., Chicopee, Mass.
- Smith, Bessie S., Ln. Carnegie-Stout L., Dubuque, Ia.
- Smith, Caroline, Ln. Newton Theol. Inst., Newton, Mass.
- Smith, Claribel, Asst. City L., Springfield, Mass.
- Smith, Cora, Ln. Polytechnic Inst., Worcester, Mass.
- Smith, Mrs. Emily B., Asst. Ln. P. L., Amesbury, Mass.
- Smith, George Dana, Asst. Amherst Coll. L., Amherst, Mass.
- Smith, Martha P., Ln. P. L., Beverly, Mass.
- Smith, Mary Alice, Asst. State L., Albany, N. Y.
- Smith, Nellie M., Asst. Ln. Dyer L., Saco, Me.
- Smith, Winifred B., Asst. P. L., Cambridge, Mass.
- Snyder, Mary B., Williamsport, Pa., student Drexel Inst. L. S.
- Solberg, Thorvald, Register of Copyrights, L. of Congress, Washington, D. C.
- Sornborger, Harriet B., Ln. Bancroft Mem. L., Hopedale, Mass.
- Soule, Charles Carroll, ex-Tr., Pres. The Boston Book Co., 83-91 Francis St., Back Bay, Boston, Mass.
- Speck, Mrs. Laura, Asst. P. L., St. Louis, Mo.
- Spencer, Mrs. Mary C., Ln. State L., Lansing, Mich.
- Springall, Lizzie S., Ln. Town L., Dexter, Me.
- Squires, Norma M., Asst. P. L., Brooklyn, N. Y.
- Stanley, Harriet Howard, School Ref. Ln. P. L., Brookline, Mass.
- Staples, Harriet W., Asst. Boston Athenæum, Boston, Mass.
- Steiner, Bernard C., Ln. Enoch Pratt F. L., Baltimore, Md.
- Stevens, Alice B., Asst. P. L., Boston, Mass.
- Stewart, Cora L., Asst. P. L., Boston, Mass.
- Stewart, Irene, Asst. F. P. L., Worcester, Mass.
- Stewart, Rose Gammill, Cataloger F. L., Philadelphia, Pa.
- Stimson, Florence, The Auburndale, Mt. Auburn, Cincinnati, O.

- Stockwell, George Watson Cutler, Ln. Westfield Athenæum, Westfield, Mass.
- Stockwell, Mrs. G. W. C., Westfield, Mass.
- Stone, Mrs. Alice H., Ln. Salem Athenæum, Salem, Mass.
- Stone, Anna L., Ln. of Children's Room, P. L., Somerville, Mass.
- Stone, William Carlos, Custodian Periodical Room, City L., Springfield, Mass.
- Story, Alice, Asst. Magnolia L., Magnolia, Mass.
- Strohm, Adam, Ln. P. L., Trenton, N. J.
- Stuart, Mrs. Charles B., Connerville, Ind.
- Stuart, May, Indianapolis, Ind.
- Stuart, William H., Leary's Book Store, Philadelphia, Pa.
- Stuart, Mrs. William H., Philadelphia, Pa.
- Swain, Mary P., Asst. P. L., Boston, Mass.
- Swift, Lindsay, Editor, P. L., Boston, Mass.
- Taber, Josephine, student N. Y. State L. S., Albany, N. Y.
- Taintor, Mabel G., Asst. Forbes L., Northampton, Mass.
- Tarbell, M. Anna, Tr. and Ln. F. P. L. Brimfield, Mass.
- Tarlton, Mrs. L. B., Watertown, Mass.
- Taube, Albert, with McClure, Phillips & Co., N. Y. City.
- Taylor, Ida M., Asst. City L., Springfield, Mass.
- Teggart, Frederick J., Ln. Mechanics' Inst., San Francisco, Cal.
- Temple, Henrietta B., Children's Ln. Parlin Mem. L., Everett, Mass.
- Temple, Mabel, Ln. P. L., North Adams, Mass.
- Tenney, Mary A., Asst. P. L., Boston, Mass.
- Terwilliger, Mary S., Asst. F. P. L. Worcester, Mass.
- Thayer, Maude, Asst. Ln. State L., Springfield, Ill.
- Thomas, Dr. Joseph Conable, Methodist L., N. Y. City.
- Thomas, Nellie, Ln. P. L., Plymouth, Mass.
- Thompson, Annie, Cataloger Millicent L., Fairhaven, Mass.
- Thompson, Bertha M., Asst. P. L., Providence, R. I.
- Thompson, Helen M., Asst. L. of Congress, Washington, D. C., student New York State L. S.
- Thompson, Leda J., Ln. and Tr. Richards Mem. L., North Attleboro, Mass.
- Thomson, John, Ln. F. L., Philadelphia, Pa.
- Thornton, Elizabeth T., Ln. Magnolia L., Magnolia, Mass.
- Thorp, Mrs. O. S., Lansing, Mich.
- Thurston, Ada, Ln. P. L., Belmont, Mass.
- Thurston, Charlotte W., West Newton, Mass.
- Thurston, Elsie L., Asst. P. L., Brockton, Mass.
- Thurston, Elizabeth P., Ln. F. P. L., Newton, Mass.
- Thurston, Mary D., Ln. P. L., Leicester, Mass.
- Tillinghast, William H., Asst. Ln. Harvard Coll. L., Cambridge, Mass.
- Tillinghast, Mrs. William H., Cambridge, Mass.
- Titcomb, Mary Lemist, Ln. Washington co. F. L., Hagerstown, Md.
- Titus, Ella G., Asst. Harvard Coll. L., Cambridge, Mass.
- Tobitt, Edith, Ln. P. L., Omaha, Neb.
- Tower, Ruth N., Ln. Fogg L., South Weymouth, Mass.
- Tracy, Dorcas, Asst. Forbes L., Northampton, Mass.
- Travis, Edward W., Bookseller, Salem, Mass.
- Tripp, George N., Ln. P. L., New Bedford, Mass.
- Tripp, Mrs. George N., New Bedford, Mass.
- Trube, Bertha, Ln. Woman's Inst., Yonkers, N. Y.
- Trumbull, Jonathan, Ln. Otis L., Norwich, Conn.
- Tucker, Ethelyn M., Cataloger Harv. Coll. L., Cambridge, Mass.
- Tufts, Percy H., Asst. Harvard Coll. L., Cambridge, Mass.
- Turner, Emily, Ln. P. L., Oshkosh, Wis.
- Tweedel, Edward D., Asst. P. L., Providence, R. I.
- Tyacke, Margaret, P. L., Walpole, Mass.
- Tyler, A. W., ex-Ln., Plainfield, N. J.
- Tyler, Jessie E., Asst. F. P. L., Worcester, Mass.
- Underhill, Adelaide, Ref. Ln. Vassar Coll., Poughkeepsie, N. Y.
- Underhill, Caroline Melvin, Ln. P. L., Utica, N. Y.
- Upham, William P., 90 Highland Ave., Newtonville, Mass.
- Upton, Gertrude, Asst. Dept. of Agriculture L., Washington, D. C.
- Van der Carr, Sara C., Ln. Loring Reading Room, North Plymouth, Mass.
- Van Hoevenberg, Elizabeth, Ln. Ferguson L., Stamford, Conn.
- Van Name, Addison, Ln. Yale Univ. L., New Haven, Conn.
- Virgin, Edward H., Asst. Harv. Coll. L., Cambridge, Mass.
- Von Briesen, Henriette, Ln. P. L., Columbus, Wis.
- Wade, Edith S., student N. Y. State L. S., Albany, N. Y.
- Wagner, Sula, Chief Cataloger P. L., St. Louis, Mo.
- Wait, Marie Fox, 68 E. 77th St., N. Y. City.
- Wales, Elizabeth B., Ln. F. L., Quincy, Ill.
- Wales, Mrs. Harriot B., Quincy, Ill.
- Walkley, Ellen O., Custodian P. L., East Boston Br., Boston, Mass.
- Wallace, Anne, Ln. Carnegie L., Atlanta, Ga.
- Wallace, Eugenia, Asst. Columbia Coll. L., N. Y. City.
- Wallis, Mary V., Cataloger P. L., N. Y. City.
- Walsh, William A., Ln. P. L., Lawrence, Mass.
- Walton, Addie E., Asst. Harv. Coll. L., Cambridge, Mass.
- Ward, Ama H., Ln. Harris Inst. L., Woonsocket, R. I.
- Ward, Cornelia Brownell, Asst. P. L., Montclair, N. J.
- Ward, Langdon L., Supervisor of Branches, P. L., Boston, Mass.
- Warner, Anna, 1st Asst. P. L., Waltham, Mass.
- Warner, Florence C., Asst. F. P. L., Worcester, Mass.
- Warren, Mary Judson, Asst. P. L., Somerville, Mass.
- Warren, Mary W., Asst. Ln. P. L., Leicester, Mass.
- Waterman, Lucy D., Gorham, Me.
- Waters, Alice G., Essex Inst., Salem, Mass.
- Waters, Caroline E., Chardon, O., student N. Y. State L. S.

- Wayne, Ethel, Asst. N. Y. State L., Albany, N. Y.  
 Weber, Mrs. Jessie Palmer, Ln. State Hist. Soc., Springfield, Ill.  
 Weed, Mrs. Henry, Peabody, Mass.  
 Welch, Flora, Asst. P. L., Salem, Mass.  
 Welles, Jessie, Supt. of Circulation, Carnegie L., Pittsburgh, Pa.  
 Wellman, Hiller Crowell, Ln. City L., Springfield, Mass.  
 Wellman, Mrs. H. C., Springfield, Mass.  
 Wells, George D., Asst. Harvard Coll. L., Cambridge, Mass.  
 Welsh, Charles, with D. C. Heath & Co., Boston, Mass.  
 Welsh, Robert G., Manager Library Dept. Charles Scribner's Sons, N. Y. City.  
 Wetzel, Bertha Seidl, Cataloger Library Co. of Philadelphia, Pa.  
 Wetzel, Mary J., Ln. Thomas Beaver L., Danville, Pa.  
 Wharton, Miriam B., Ryde, Mifflin Co., Pa., student Drexel Inst. L. S.  
 Wheeler, Florence Ethel, Ln. P. L., Leominster, Mass.  
 Wheeler, Horace L., Asst. P. L., Boston, Mass.  
 Wheeler, Martha Thorne, Annotator State L., Albany, N. Y.  
 Whipple, Nellie M., Asst. P. L., Somerville, Mass.  
 White, Alice E., Clerk State L., Albany, N. Y.  
 White, Alice G., Cataloger Thomas Crane P. L., Quincy, Mass.  
 White, Andrew C., Asst. Ln. Cornell Univ. L., Ithaca, N. Y.  
 White, Beulah Sansom, Dept. Ln. Univ. of Pa. L., Philadelphia, Pa.  
 White, Elizabeth S., Ln. P. L., Weston, Mass.  
 White, Gertrude Fitch, Asst. F. P. L., New Haven, Conn.  
 White, Mrs. Joseph N., Tr. P. L., Winchendon, Mass.  
 Whiteman, Edna, Asst. P. L., Cleveland, O.  
 Whitmore, F. H., Asst. Ln. Bowdoin Coll., Brunswick, Me.  
 Whitney, Mrs. Carrie Westlake, Ln. P. L., Kansas City, Mo.  
 Whitney, Henry M., Ln. James Blackstone Mem. L., Branford, Conn.  
 Whitney, Mrs. Henry M., Branford, Conn.  
 Whitney, James Lyman, Ln. P. L., Boston, Mass.  
 Whitney, James L., 2d, Branford, Conn.  
 Wright, Solon F., Ln. P. L., Watertown, Mass.  
 Whittemore, B. A., Asst. State L., Albany, N. Y.  
 Whittemore, Edith A., Asst. Robbins L., Arlington, Mass.  
 Whitten, Robert H., Sociology Ln. State L., Albany, N. Y.  
 Whitten, Mrs. Robert H., Albany, N. Y.  
 Whittier, Florence, Riverside, Cal., Summer Sch. of L. Sci., Univ. of California.  
 Whittier, Sara Haseltine, Asst. P. L., Haverhill, Mass.  
 Whittlesley, Julia M., student N. Y. State L. S., Albany, N. Y.  
 Wiggin, Pauline G., Ln. Univ. of Virginia, Charlottesville, Va.  
 Wildman, Bertha Selina, Ln. P. L., Madison, N. J.  
 Wildman, Gertrude, Boston, Mass.  
 Wildman, Linda Frobisher, Cataloger Boston Athenæum, Boston, Mass.  
 Wilkerson, Elizabeth B., Cataloger Cossitt L., Memphis, Tenn.  
 Willard, Mrs. Ashton R., 340 Commonwealth Ave., Boston, Mass.  
 Willcox, Frank G., Ln. P. L., Holyoke, Mass.  
 Williams, Lizzie H., Asst. P. L., Brockton, Mass.  
 Williams, Mary, Ln. P. L., Neenah, Wis.  
 Williams, Olive, Classifier, Columbia Univ. L., N. Y. City.  
 Wilson, Mary H., Cataloger P. L., Syracuse, N. Y.  
 Winchell, F. Mabel, Ln. City L., Manchester, N. H.  
 Winchester, J. H., Ln. Stewart F. L., Corinna, Me.  
 Winne, Grace L. M., Clerk State L., Albany, N. Y.  
 Winsor, Beatrice, Asst. Ln. F. P. L., Newark, N. J.  
 Winsor, Mrs. Mary G., Tr. Millicent L., Fairhaven, Mass.  
 Winterrowd, Miss Gentiliaka, Asst. Ln. P. L., Des Moines, Ia.  
 Wire, Dr. George E., Deputy Ln. Worcester Co. Law L., Worcester, Mass.  
 Wise, Flora E., Asst. F. P. L., Newton, Mass.  
 Witham, Eliza, Ln.-in-charge P. L., Astral Br., Brooklyn, N. Y.  
 Wood, Florence A., Asst. P. L., Fitchburg, Mass.  
 Wood, Grace W., Asst. F. P. L., Worcester, Mass.  
 Woodman, C. Belle, ex-Asst. City L., Springfield, Mass.  
 Woodman, Caroline A., Ln. Bates Coll. L., Lewiston, Me.  
 Woodman, Mary S., Asst. P. L., Somerville, Mass.  
 Woodruff, Edmund W., Washington, D. C.  
 Woodruff, Eleanor B., Ref. Ln. Pratt Inst. F. L., Brooklyn, N. Y.  
 Woodworth, Florence, Director's Asst. State L., Albany, N. Y.  
 Woodworth, Margaret, Mass. Homœopathic Hospital, Boston, Mass.  
 Wootten, Katharine H., Asst. Carnegie L., Atlanta, Ga.  
 Worthen, Carrie M., Ln. P. L., Melrose, Mass.  
 Wright, Charles E., Whitefield, N. H., Tr. N. H. State L.  
 Wright, Jennie C., Asst. P. L., Milton, Mass.  
 Wright, Purd B., Ln. P. L., St. Joseph, Mo.  
 Wyer, Malcolm G., student N. Y. State L. S., Albany, N. Y.  
 Wyman, A. L., Library Bureau, Boston, Mass.  
 Wyman, Mrs. A. L., Boston, Mass.  
 Young, Hester, student Pratt Inst. L. S., Brooklyn, N. Y.  
 Young, Lucy A., Asst. P. L., Worcester, Mass.  
 Yust, William F., Asst. State Inspector of Libraries, State L., Albany, N. Y.

## ATTENDANCE SUMMARIES.

BY NINA E. BROWNE, Registrar; Secretary A. L. A. Publishing Board.

## BY POSITION AND SEX.

	Men.	Women.	Total.
Trustees and commissioners.....	40	14	54
Chief librarians .....	103	173	276
Assistants .....	78	387	465
Commercial agents .....	35	5	40
Library school students .....	12	45	57
College presidents.....	2	—	2
Others .....	15	115	130
Total .....	285	739	1,024
Deduct those counted twice .....	3	3	6
	282	736	1,018

## BY GEOGRAPHICAL SECTIONS.

9 of the 9 No. Atlantic states sent .....	825
6 " 9 So. " " " .....	36
2 " 8 So. Central " " .....	5
8 " 8 No. " " .....	130
4 " 9 Western " " .....	11
2 " 8 Pacific " " .....	4
Canada sent .....	7
Total .....	1,018

## BY STATES.

Me..... 26	Va. .... 2	Minn. .... 4
N. H. .... 20	N. C. .... 1	Iowa .... 4
Vt. .... 8	S. C. .... 1	Mo. .... 12
Mass..... 449	Ga. .... 2	Kan. .... 2
R. I. .... 26	La. .... 1	Col. .... 1
Conn. .... 30	Tenn. .... 4	Neb. .... 7
N. Y..... 183	Ohio..... 34	Oklahoma..... 1
Pa. .... 62	Ind. .... 20	Cal. .... 2
N. J. .... 21	Ill. .... 32	Oregon .... 2
Md. .... 4	Mich. .... 13	Canada .... 7
D. C. .... 26	Wis. .... 11	
Total .....		1,018

# INDEX.

The colon after the initial of a given name means that is the most common name beginning with that initial, as A.; Augustus; B.; Benjamin; C.; Charles; D.; David; E.; Edward; F.; Frederick; G.; George; H.; Henry; I.; Isaac; J.; John; K.; Karl; L.; Louis; R.; Richard; S.; Samuel; T.; Thomas; W.; William.

- Abbott, W., 256.  
 Abbot, Etheldred, 256.  
 Abbot, Ezra, and Harvard College L. catalog (Lane) 187, (A. L. A. Catalog Sec. discussion) 190.  
 Abbott, Alvaretta F., 256.  
 Adams, Mrs., 256.  
 Adams, B., 256.  
 Adler, Cyrus, A. L. A. com. on internat. co-operation, 126.  
 Ahern, Mary E., 256; proposed pamphlet on normal school libs., 127; salary of lib. graduates, 139-140; training for lib. organizers, 231, 232; on Council com. on nominations, 250.  
 Aitkin, Helen J., 256.  
 Alabama, Department of Archives and History established (Falkner), 94.  
 Albrow, Sarah E., 256.  
 Allen, Carrie S., 256.  
 Allen, Letitia S., 256.  
 Allen, Mary W., 256.  
 Allen, Sylvia M., 256.  
 American bibliographical society, proposed plan for (Josephson) 62, (Johnston) 63, (Fletcher) 151.  
 American history, Guide to the literature of (Fletcher) 83, 150, (Iles) 151-152, (A. L. A. com. on resolutions) 171.  
 American L. Assoc., president's address (Billings), 1-9, 135; Andrew Carnegie's gift of \$100,000, 151, 171, (Billings) 9, (Cole) 98, 99, (A. L. A. com. on resolutions) 171, (Council) 249-250, 251; rpt. on gifts and bequests (Cole), 97-119, 135; secretary's rpt., 121-122; treasurer's rpt., 122-123; necrology, 123-125; election of officers, 147, 166; discussion of constitution, 153-156; rpt. of com. on resolutions, 171; proposed issue of bibl. list for use in all libs. (Bolton), 183; transactions of Council and Executive Board, 249-251; invitations for conference, 249; place of next meeting, 249; com. on affiliation with women's clubs, 251; verbatim reports of section meetings authorized, 251; index to Proceedings, 251; committee appointments, 251; executive board meeting, 251; social side, and post conference excursions, 253-255; officers and committees serving during Magnolia conference, 255, 256; attendance register, 256-267; attendance summaries (Browne), 268.  
 A. L. A. catalog, new ed. (Fletcher), 84, 151; to be exhibited at La. Purchase Exposition (Dewey), 141; how to obtain old ed. (A. L. A. discussion), 141-142; plan to reprint on cards (Hodges) 180, (Kroeger) 181.  
 A. L. A. Catalog Section, proceedings, 187-202; officers elected, 202.  
 A. L. A. College and Reference Section, proceedings, 172-186; rpt. A. L. A. com. on Am. dissertations, 186; officers elected, 186.  
 A. L. A. committee on co-operation with N. E. A., rpt. (Dana), 126-127; discussion of rpt. (Ahern), 127.  
 A. L. A. council, election, 166; asked to endorse reduced postal rates for lib. books, 235; transactions, 249-251; committee on nominations, 250.  
 A. L. A. endowment fund, rpt., 125-126; Alex. Maitland elected trustee of, 166; Carnegie endowment in charge of, 171, 250.  
 A. L. A. exhibit at Louisiana Purchase Exposition, rpt. of com. on (Dewey), 140-142.  
 A. L. A. index, new ed. (Fletcher), 83; as supplementing card catalogs (Fletcher) 150, (Hodges) 178.  
 A. L. A. list of subject headings (Fletcher), 84.  
 A. L. A. Publishing Board, rpt. (Fletcher), 83-85, 142; work and plans (Fletcher), 149-151; analytic index work (Kroeger), 180; appointments to, 251.  
 A. L. A. Section for Children's Librarians, co-operative list (com. on lib. administration), 88; proceedings, 220-227; basis of membership defined, 227; officers elected, 227.  
 A. L. A. State Library Commissions Section, established, 250.  
 A. L. A. State Library Section, discontinuance discussed, 250-251.  
 A. L. A. Trustees' Section, proceedings, 203-219; officers elected, 219.  
 American Bookellers' Association. See Bookellers.  
 American Publishers' Association. See Publishers.  
 American Society for the Promotion of Engineering Education, selected list (Burgess), 58-60.  
 Amsden, Mrs. H. C., 256.  
 Anderson, Edwin H., 256; branch libs., 38-41, 163; resigns from A. L. A. Publishing Board (Fletcher), 83; rpt. of com. on relations of libs. with book trade, 146; selected list of scientific books, 147; Bost. P. L. catalog, 190; printed catalog cards for children's books, 224.  
 Anderson, Mrs. E. H., 256.  
 Andrews, C. W., 256; A. L. A. com. on Handbook of Am. libs., 128; A. L. A. com. on foreign docs., 129; proposed bibl. of bibliographies, 148-149; printed catalog cards issued by L. of Congress, 157-159, 162; A. L. A. com. on resolutions, 171; bibliography in relation to cataloging, 183; chairman A. L. A. College Sec., 186; A. L. A. com. on Am. dissertations, 186; capitalization, 193, 198, 200, 201; chairman Council com. on nominations, 250.  
 Andrews, Eliz. P., 256.  
 Appleton, C. A., 256.  
 Appleton, W. W., 256.  
 Archives (Falkner), 95, 96.  
 Armstrong, Charlotte B., 256.  
 Arnold, H. P., 256.  
 Ashley, Grace, 256.  
 Ashley, May, 256.  
 Assistants, students as (A. L. A. com. on lib. administration), 90-91; salaries (A. L. A. discussion) 137-140, (Dewey) 218.  
 Astor L., consolidation of N. Y. P. L. (Billings), 218.  
 Atwood, Alice C., 256.  
 Avery, Mrs. E. M., 256.  
 Ayer, C. W., 256.  
 Ayer, W. B., 256.  
 Aymer, G. H., 256.  
 Babcock, Josephine M., 256.  
 Bacon, Corinne, 256.  
 Bailey, A. L., 256.  
 Baker, Edith M., 256.  
 Baldwin, Emma V., 256.  
 Baldwin, Grace P., 256.  
 Ballard, Harlan H., 256; indefinite time limit for holding books, 131-132; printed catalog cards for small libs., 161; college libs., 176-177; Tabard Inn used for popular books, 184-185.  
 Bancroft, Anna D., 256.  
 Bangs, Helen B., 256.  
 Bangs, Mary F., 256.  
 Banks, Mrs. M. H. G., 256.  
 Barton, T. W., 256.  
 Bar Harbor, Me., A. L. A. post-conference trip to, 253-255.  
 Barnes, W. L., 256.  
 Barnum, Mrs. A. B., 256.  
 Barr, C. J., 256.  
 Barr, Rev. F., 256.  
 Barrows, Fanny, 256.  
 Barton, Edmund, 256.  
 Barton, Harriet G., 256.  
 Barton, Mary S., 256.  
 Bascom, Elova L., 256.  
 Baston, Nettie E., 256.  
 Batchelder, Isabel, 256.  
 Bate, Florence E., 256.  
 Bates, Joshua (Whitney), 20, 21.  
 Battles, W. E., 256.  
 Beard, Clara, 256.  
 Beard, Josephine, 256.  
 Beck, Anna V., 256.  
 Beer, W., 256; civil service law as a bar to securing trained assistants, 140.  
 Beers, Isabel, 256.  
 Bell, Helen M., 256.  
 Benedict, Laura E. W., 257.  
 Bennett, Bertha L., 257.  
 Berry, Martha L. C., 257.  
 Berry, Silas H., 257; income from overdue books used as popular book fund, 133; discount to libs., 144; printed catalog cards, 162; capitalization, 194.  
 Betts, Elsie E., 257.  
 Bibliographical Society of Chicago, printed catalog cards for indexing bibl. pubs. (Fletcher), 84; papers presented by, 147; to assume printing of incunabula list proposed (Thomson), 153.  
 Bibliography, as an aid to libs. (Billings), 8-9; plan for Institute

- (Josephson), 61-62, 147; work of L. of Congress (Johnston), 63-67, 148; of public documents (Falkner), 95; organization of bibl. work in the past (Roden), 147; of bibliographies proposed (Andrews), 148-149. Carnegie Institution's proposed dept. of (Fletcher), 150-151; general bibl. work (Iles), 151-152; are dictionary catalogs to be supplanted by? (Hodges) 178-180, (Kroeger) 180-182, (A. L. A. College Sec. discussion) 182-184, (Putnam) 213; proposed annual (A. L. A. com. on Am. dissertations), 186. *See also* American bibliographical society. Bibliography of fine art and music (Fletcher), 84, 150.
- Bierstadt, O. A., 257.
- Bill, Mrs. M. E., 257.
- Billings, Dr. J. S., 257; some lib. problems of to-morrow, 1-9, 135; printing of Handbook of Am. librs., 123; selected list of scientific books, 148; discussion of A. L. A. constitution, 153-156; organization of the N. Y. P. L., 215-217; N. Y. P. L. staff meetings, 217.
- Billings, Mrs. J. S., 257.
- Bindery, problems of (Hill), 49.
- Bingham, D. L., 257.
- Birtwell, C. W., 257; and home librs. (Sackett), 73; discussion of home librs., 220-223.
- Birtwell, Frances M., 257.
- Bisbee, M. D., 257.
- Biscoe, Ellen M., 257.
- Biscoe, W. S., 257; capitalization, 197.
- Bishop, Frances A., 257.
- Birby, Alice P., 257.
- Blaisdell, F. C., 257.
- Blakeley, Bertha S., 257.
- Blanchard, Caroline A., 257.
- Blanchard, Grace A., 257.
- Bliss, Bertha S., 257.
- Blood, Emma F., 257.
- Blunt, Florence T., 257.
- Boadish, Rev. J. P., 257; relation of trustees to librs., 207-208.
- Bollig, Emma, 257.
- Bolton, C. K., 257; A. L. A. finance com., 123, 251; A. L. A. bibliographical list proposed, 183; rpt. of A. L. A. com. on nominations, 186.
- Bolton, Mrs. C. K., 257.
- Bolton, Mrs. Sarah K., 257.
- Bond, Mrs. S. A. C., 257; printed catalog cards for small librs., 150, 160.
- Books, order department (Hill), 48; central reservoir for branch librs. (Hill), 40-50; methods of storage for used and unused (Elliott), 51-56, 135; selection of technical and scientific (Burgess), 56-60, 147, (A. L. A. discussion) 147 (Hodges) 148; renewal by telephone (A. L. A. com. on lib. administration), 91; fund for popular (Berry), 133; N. Y. State L. School course in selection of (Bostwick), 136; in branch librs. (A. L. A. discussion), 160; use of Tabard Inn. for popular (Ballard), 184-185; selection should be made by libn. (Rosengarten), 209; accumulation in L. of Congress (Putnam), 212-213; instruction in mending (Hewins), 234. *See also* Children's books, Fines, Postal rates, Reference books.
- Booksellers, A. L. A. com. on relations of librs. with book trade, 142-143, 250; attack by Am. Booksellers' Assoc. upon Dewey (Montgomery), 143; net price system (A. L. A. discussion) 143-146, 153-156, (A. L. A. council) 171; relations to libns. (Dewey), 146-147; resolutions on relations with book trade, 250.
- Borden, Fanny, 257.
- Boston, A. L. A. excursions in, 252.
- Boston Athenæum L., catalog (Fletcher), 192.
- Boston (Mass.) P. L., incidents in the hist. of (Whitney), 16-24, 166; catalog (Hunt) 25-28, 100, (A. L. A. discussion) 100-102; branch librs. (Ward), 43-46; children's work at Brighton Branch (Hall), 222.
- Bostwick, Arthur E., 257; pains and penalties in lib. work, 20-34, 130; A. L. A. com. on indexes and title-pages to periodicals, 120; rpt. of A. L. A. com. on lib. training, 135, 136; large public librs. unable to make use of lib. school graduates, 136-139; supervision in branch librs., 164.
- Bowditch, Mary P., 257.
- Bowker, R. R., resigns from A. L. A. com. on public docs. (Falkner), 92.
- Bowles, Mrs. F. T., 257.
- Boyden, Mrs. J. E., 257.
- Boyle, T. E., 257.
- Boyle, Mrs. T. E., 257.
- Bradley, I. S., 257.
- Bradley, Mrs., I. S., 257.
- Branch libraries, planning and equipment (Anderson) 38-41, 163, (A. L. A. discussion) 163-165; functions and resources (Ward), 42-46, 165; administration (Hill), 46-50, 165; A. L. A. discussion, 165-166.
- Brett, Clara A., 257.
- Brett, W. H., 257; A. L. A. com. on lib. training, 139; branch lib. plans, 163; lectures in branch librs., 164; books in branch librs., 166; staff meetings, 217; printed catalog cards for children's books, 221-224.
- Brevard, N. C., invitation to A. L. A. to meet in, 249.
- Bridgman, Minnie C., 257.
- Brigham, Walter B., 257.
- Brigham, C. S., 257.
- Brigham, H. O., 257.
- Brigham, Johnson, 257; campaign of education by state lib. commissions, 228-229; need of training in lib. architecture, 231-232; reduced postal rates for lib. books, 234.
- Brooke, L. Edna, 257.
- Brooks, Henrietta, 257.
- Brown, Adeline S., 257.
- Brown, Alice D., 257.
- Brown, Caroline H., 257.
- Brown, E. A., 257.
- Brown, F. I., 257.
- Brown, Mrs. F. I., 257.
- Brown, Gertrude L., 257.
- Brown, Julia D., 257.
- Brown, Miss M. G., 257.
- Brown, Zaidie M., 257.
- Browne, Nina E., 257; sec. A. L. A. Publishing Board (Fletcher), 83; proposed form for a classed catalog, 184; attendance summaries, 268.
- Browning, Eliza G., 257; rpt. on co-operative list of children's books, 220.
- Bryant, Mary V., 257.
- Buchanan, H. C., 257.
- Buchanan, Mrs. H. C., 257.
- Buchwald, Isabella C., 257.
- Buckley, Pierce E., 257.
- Buildings, library. Bost. P. L. (Whitney), 23, 24; Soule's A. L. A. tract (Fletcher), 83; for A. L. A. exhibit at La. Purchase Exposition, 140; need of consultation with libns. (Patton) 208, (Rosengarten) 210-211; N. Y. P. L. (Billings), 215-216; need of training in lib. architecture (Brigham), 231-232. *See also* Storehouse.
- Bullard, N. Josephine, 257.
- Bulletins. *See* Picture bulletins.
- Bumpus, Miss N. A., 257.
- Bunker, Adeline, 257.
- Bunker, Mabel E., 257.
- Burbank, L. Freeman, 257.
- Burbank, Nancy I., 257.
- Burgess, C. F., 257; selection of technical and scientific books, 56-60, 147; publication of selected list, 148.
- Burnett, Duncan, 257.
- Burrage, G. B., 257.
- Burrows, Dorothy E., 257.
- Buss, Charlotte A., 257.
- Butler, E. A., 257.
- Cady, Anita L., 257.
- Caiger, Eliza F. A., 257.
- California, lib. gifts to (Cole), 99; invitation to A. L. A. to meet in, 249.
- Callow, Hattie M., 257.
- Cameron, Walter M., 257.
- Camp, David N., 257.
- Campbell, Miss J. M., 257.
- Canada, lib. gifts to (Cole), 118.
- Canfield, Ja. H., 257; A. L. A. com. on co-operation with N. E. A., 127; 1st vice-pres. A. L. A., 166; division of books in university lib., 174-176; relation of trustee to public lib., 204-206; benefits of lib. institutes, 241-245.
- Capen, E., necrology, 124.
- Capitalization (A. L. A. Catalog Sec. discussion), 192-202.
- Carey, M. Frances, 257.
- Carnegie, And., gift of \$100,000 to A. L. A., 151, 171, (Billings) 9, (Cole) 98, 99 (Com. on resolutions), 171; (Council's acceptance), 249, 250; gift for N. Y. P. L. buildings (Billings), 216.
- Carnegie Institution, proposed bibl. work (Fletcher), 150-151.
- Carnegie L., Pittsburgh, Pa., branch lib. plans (Anderson), 38-41; home lib. and reading clubs, 72-73; printed catalog cards for children's books.
- Carney, Frank, 257.
- Carr, Gertrude, 257.
- Carr, H. J., 257; disposal of surplus A. L. A. catalogs, 142; on com. on relations with book trade, 250.
- Carr, Mrs. H. J., 258.
- Carroll, Jessie A., 258.
- Carson, Jessie M., 258.
- Carter, Lucy L., 258.
- Carver, Leonard D., 258.
- Cataloging, for branch lib. system (Hill), 48, 49; cost of (A. L. A. com. on lib. administration), 86; co-operative (Fletcher) 149, 150, (Iles) 19; reduced by borrowing temporary books (Ballard), 184-185; difficulties and inadequacy (Hodges), 185-186; how to impose limitations on (A. L. A. Catalog Sec. discussion), 191-192; rules for capitalization (A. L. A. Catalog Sec. discussion), 192-202; centralization of (Putnam), 213. *See also* Printed catalog cards.
- Catalogs, of Bost. P. L. (Whitney) 22, 23, (Hunt) 25-28, 100; proposed classed catalog (Browne) 184, (Crunden) 184; of Harvard College L. (Lane), 187-190; beginnings of the card catalog (A. L. A. Catalog Sec. discussion), 192. *See also* Dictionary catalogs.
- Cate, Mrs. Mary, 258.
- Chadbourne, E. R., 258.
- Chamberlain, Mrs. Marion L., 258.
- Chamberlain, Mellen (Whitney), 24.
- Chambert, Grace M., 258.
- Chandler, Alice G., 258.
- Chandler, Ellen M., 258.
- Chandler, W. D., 258.
- Chapman, Effie L., 258.
- Chapman, Emily K., 258.
- Chapman, Grace D., 258.
- Chase, Adelaide M., 258.
- Chase, Alice W., 258.
- Chase, Arthur H., 258.
- Chase, F., 258.

- Chase, G. Bigelow, necrology, 124.  
 Cheever, *Mrs.* A. C., 258.  
 Cheney, Frances S., 258.  
 Cheney, J. Vance, 258.  
 Chevalier, S. A., 258.  
 Child, Grace A., 258.  
 Child, Marion E., 258.  
 Child, W. B., 258.  
 Children, lib. work with, supt. of (Hill), 48; "Reading for the young" out of print (Fletcher), 84; new catalog of "Reading for the young" (Fletcher), 151. *See also* A. L. A. Sec. for Children's Libns., Home libraries.  
 Children's books, evaluation of (Welsh), 76-79, 224; rpt. on list of, with children's annotations (Hewins), 79-82, 224; rpt. of com. on co-operative list of (Children's Libns. Sec.) 220; classification and cataloging of (Children's Libns. Sec. discussion) 223-224; printed catalog cards for, 223-224; rpt. of editor of co-operative list (Eastman), 224-226; com. appointed to continue co-operative list, 226; discussion of co-operative list, 226-227; new edition of "Reading for the young" proposed, 227.  
 Christian, Lucia L., 258.  
 Cincinnati (O.) P. L., useful arts' room (Hodges), 148.  
 Claflin, Louise, 258.  
 Clark, Dr., 258.  
 Clark, Josephine A., 258.  
 Clarke, Alma A., 258.  
 Clarke, Edith E., 258; A. L. A. Catalog Sec. com. on nominations, 187.  
 Clarke, Emma L., 258.  
 Clarke, Mary E., 258.  
 Clarke, Mary Reynolds, 258.  
 Classified catalogs. *See* Catalogs.  
 Classification, Shurtleff system in Bost. P. L. (Whitney), 32; as a substitution for cataloging (Hodges), 179; in Harvard College L. (Lane), 187-190; for children's books (Children's Libns. Sec. discussion), 223-224. *See also* Expansive classification.  
 Clendenin, Susan, 258.  
 Cleveland (O.) P. L. branch lib. plans (Anderson), 39; printed catalog cards for children's books, 223-224.  
 Clifford, *Rev.* C. J., 258.  
 Coates, A. B., 258.  
 Cobb, Edith H., 258.  
 Cobleigh, *Miss* E. S., 258.  
 Coburn, Elizabeth S., 258.  
 Coburn, Jennie M., 258.  
 Cochrane, Anna C., 258.  
 Cochrane, Charlotte, 258.  
 Cochrane, Sarah A., 258.  
 Coffin, *Mrs.* Eva E., 258.  
 Coit, Emily S., 258.  
 Colby, Adah M., 258.  
 Colcord, Mabel, 258.  
 Cole, G. W., A. L. A. rpt. on gifts and bequests, 97-119, 135.  
 Cole, W. A., 258.  
 Collingham, Rose, 258.  
 Colorado, lib. gifts to (Cole), 99.  
 Columbia Univ. L., departmental equipment (Canfield), 175.  
 Comegys, *Mrs.* Rose, 258.  
 Comer, Anna S., 258.  
 Concord, Mass., A. L. A. excursion to, 253.  
 Connecticut, state docs. (Falkner), 95; lib. gifts to (Cole), 99, 100.  
 Conner, Martha J., 258.  
 Conway, Elizabeth, 258.  
 Coolidge, J. R., 258.  
 Coombs, *Mrs.* E. R., 258.  
 Cooper, Louise B., 258.  
 Co-operation, between libs. and libns. (Billings), 3-8; in cataloging (Fletcher) 149-150, (Iles) 152; between trustees and libns. (Rosen-garten), 209. *See also* International co-operation.  
 Co-operative lists (A. L. A. com. on lib. administration), 88.  
 Copeland, Lora A., 258.  
 Copeland, Sara, 258.  
 Cordes, Bessie F., 258.  
 Corey, D. P., 258; chairman A. L. A. Trustees' Sec., 203-204, 219.  
 Corey, *Mrs.* D. P., 258.  
 Correspondence Schools of Scranton. *See* International Correspondence Schools of Scranton, Pa.  
 Corwin, *Miss* E. F., 258.  
 Cotting, Sarah E., 258.  
 Countryman, Gratia, sec. State Lib. Commissions Section, 235.  
 Covell, A. S., 258.  
 Crain, Lucy B., 258.  
 Crampton, Susan, 258.  
 Cramton, Ellen B., 258.  
 Crandall, J. R., Jr., 258.  
 Crewitt, *Mrs.* Julia M., 258.  
 Crosby, Harriet L., 258.  
 Crosby, J. Allen, 258.  
 Cross, Beulah L., 258.  
 Crunden, F. M., 258; lib. fines, 130, 131, 132-133; lib. salaries, 140; classed catalog, 184; on Council com. on nominations, 250; chairman com. on affiliation of A. L. A. with women's clubs, 251.  
 Crunden, *Mrs.* F. M., 258.  
 Cuba, lib. gifts to (Cole), 118.  
 Cuffin, M. Florence, 258.  
 Cumming, Nellie, 258.  
 Cunnon, *Rev.* M. A., 258.  
 Cunningham, *Mrs.* G. B., 258.  
 Curran, *Mrs.* Mary H., 258.  
 Currier, T. F., 258; capitalization, 108, 109.  
 Cutter, C. A., 258; increase of lib. fines for special cases, 131; printed catalog cards, 162; insertions in the Expansive classification, 190; Dr. Abbot's cataloging, 190; treatment of music in Bost. P. L. catalog, 191; early card catalogs, 192; capitalization, 193, 194, 197, 199.  
 Cutter, W. F., 258.  
 Cutter, *Mrs.* W. F., 258.  
 Cutter, W. R., 258.  
 Daggett, Caroline M., 258.  
 Daly, Margaret C., 258.  
 Dame, Katharine, 258.  
 Damon, Lalia M., 258.  
 Dana, J. C., 258; rpt. of A. L. A. com. on co-operation N. E. A., 126-127; relation of public libs. to the book trade, 153; discussion of A. L. A. constitution, 153-156; rpt. on co-operative list of children's books, 220, 226; dangers of lib. institutes, 245, 247; value of state lib. assoc. meetings to small libs., 248-249.  
 Dana, *Mrs.* J. C., 258.  
 Danforth, G. F., 259; sec. A. L. A. College Sec., 186.  
 Davis, *Mrs.* C. L., 259.  
 Davis, *Mrs.* Eliza R., 259.  
 Davis, Esther M., 259.  
 Davis, Olin S., 259.  
 Davison, *Mrs.* M. E., 259.  
 Dawley, Grace H., 259.  
 Day, Madeleine R., 259.  
 Day, Mary A., 259.  
 Decker, Cora M., 259.  
 Deery, Della J., 259.  
 Delaware, lib. gifts to (Cole), 100.  
 Deming, *Miss* D., 259.  
 Denison, G. A., 259.  
 De Normandie, *Rev.* James, welcome to A. L. A., 120, 121.  
 Departmental libraries. *See* University libraries.  
 Dewey, Melvil, 259; on A. L. A. Publishing Board (Fletcher), 83; A. L. A. com. on co-operation with N. E. A., 127; rpt. of com. on A. L. A. exhibit at La. Purchase Exposition, 140-142; attack by Am. Booksellers' Assoc. upon, 146, (Montgomery) 143; relations of booksellers to libns., 147; discussion of A. L. A. constitution, 155-156; lectures in libns., 165; A. L. A. council, 166; changing of catalog rules and capitalization, 196, 201-202; function of the trustee, 217-219; chairman State Library Commissions Round Table Meeting, 228; work of state lib. commissions, 231; training for lib. organizers, 231, 232-233; reduced postal rates for lib. books, 234; chairman State Lib. Commissions Section, 235; functions of a state lib. assoc., 236-238; trained lib. instructors for state assns., 248.  
 D'Wolf, *Miss* A. M., 259.  
 Dictionary catalogs, are they to be supplanted by bibliographies? (Hodges) 178-180, (Kroeger) 180-182, (A. L. A. College Sec. discussion) 182-184.  
 Diefendorf, D. Elizabeth, 259.  
 Dielman, L. H., 259.  
 Dielman, *Mrs.* L. H., 259.  
 Discount to libns., rpt. of A. L. A. com. on relations of libns. with book trade, 142-143; A. L. A. discussion, 143-146, 153-156; action of A. L. A. council, 171, 250; resolutions on, 250.  
 District of Columbia, lib. gifts to (Cole), 100.  
 Dix, M. Etta, 259.  
 Doane, Rebecca F., 259.  
 Doane, W. H., 259.  
 Doane, *Mrs.* W. H., 259.  
 Dodge, Bertha A., 259.  
 Dodge, Nellie E., 259.  
 Donnelly, June R., 259.  
 Doran, *Miss*, 259.  
 Doren, Electra C., 259.  
 Dougherty, Anna R., 259.  
 Douglass, Jessie M., 259.  
 Dousman, Mary E., chairman A. L. A. Section for Children's Libns., 227.  
 Dow, G. F., 259.  
 Downes, *Mrs.* W. F., 259.  
 Downey, Mary E., 259.  
 Doyle, Agnes C., 259.  
 Draper, Annie E., 259.  
 Draper, F. A., 259.  
 Draper, *Mrs.* Henry, 259.  
 Draper, Miriam S., 259.  
 Duddy, Bessie L., 259.  
 Dudley, C. R., 259.  
 Duncan, W. H., Jr., 259.  
 Dunn, Florence E., 259.  
 Durand, Susan M., 259.  
 Durkee, Cara D., 259.  
 Eager, Sarah, 259.  
 Eames, Wilberforce, 259.  
 Earhart, Frances E., 259.  
 Earl, *Mrs.* Elizabeth C., 259.  
 Eastman, Linda A., 259; rpt. on co-operative list of children's books, 225-226; vote of thanks to, 226.  
 Eastman, Martha J., 259.  
 Eastman, W. R., 259; rpt. of A. L. A. com. on lib. administration, 86-91; A. L. A. Trustees' Sec. com. on nominations, 204; making programs of state lib. assns. helpful to small libs., 248.  
 Eastman, *Mrs.* W. R., 259.  
 Eastwood, Mary, 259.  
 Eaton, *Miss*, 259.  
 Edwards, Ella M., 259.  
 Egbert, Alice, 259.  
 Eger, Bertha, 259.  
 Eldridge, Eva A., 259.  
 Eliot, C. W., 259; storage methods

- for books in use and books not in use, 51-56, 135.
- Elmendorf, H. L., 259; A. L. A. catalog, 141; A. L. A. com. on relations of libs. with book trade, 143, 250; discount to libs., 145; lists of books for children, 227.
- Elrod, Jennie, 259.
- Emerson, Mabel E., 259.
- Emery, E. W., 259.
- Emery, Gertrude, 259.
- Engle, Emma R., 259.
- English history, printed cards for (Fletcher), 84.
- Essex, Mary C., 259.
- Estep, G. Fred, 259.
- Evaluation of literature, children's books (Welsh), 76-79; Iles's scheme for (Fletcher), 150, 151.
- Evans, Adelaide F., 259.
- Evans, Mrs. Alice G., 259.
- Everett, Edward, on Bost. P. L. (Whitney), 20.
- Everitt, C. P., 259.
- Expansive classification, insertions in (Lane) 189, (Cutter) 190.
- Fairbanks, E. T., 259.
- Fairchild, Rev. E. M., 259.
- Fairchild, Mrs. S. C., 259; capitalization, 105-106, 197.
- Falkner, Roland P., 259; rpt. of A. L. A. com. on public docs., 92-96, 130; delay in distribution of current docs., 130; printed catalog cards for public docs., 130; chairman A. L. A. com. on public docs., 251.
- Farr, Mary F., 259.
- Farrar, Ida F., 259; how to make program of state lib. assoc. of value to small libs., 239-241.
- Fatout, Nellie B., 259.
- Faucon, Charlotte, 259.
- Faxon, F. W., 259; rpt. of A. L. A. sec., 121-122.
- Faxon, Mrs. F. W., 259.
- Fearcy, Charlotte S., 259.
- Ferguson, M. Jay, 259.
- Fernald, Helen A., 259.
- Fichtenkam, Alice, 259; printed catalog cards for public docs., 130.
- Fiction, Pratt Inst. L. School graded lists (Bostwick), 136.
- Field, Alice M., 259.
- Fines, as a penalty for misdeemeanor (Bostwick), 29-33; alternate penalty urged (A. L. A. com. on lib. administration), 91; A. L. A. discussion, 130-133.
- Fisher, Georgiana O., 259.
- Fison, Gertrude S., 259.
- Fison, H. W., 259; how state assns. can help small libs., 247, 248.
- Fitzgerald, Eva M., 259.
- Flagg, C. A., 259.
- Flash, Mrs. N. F., 260.
- Fleischner, Otto, 260.
- Fletcher, F. R., 260.
- Fletcher, Mrs. F. R., 260.
- Fletcher, May M., 260.
- Fletcher, Robert S., 260.
- Fletcher, W. I., 260; rpt. of A. L. A. Publishing Board, 83-85, 142; rpt. of A. L. A. com. on indexes and title-pages to periodicals, 128-129; indefinite time limit for holding books, 132; discussion on gifts and bequests, 135; discount to libs., 143-144; work and plans of A. L. A. Publishing Board, 149-151; division of books in university libs., 176; dictionary card catalogs in relation to bibl., 182-183; Bost. P. L. catalog, 191; Bost. Athenæum catalog, 192; capitalization, 193-195, 197, 198, 200; catalog rules, 196-197; reapportioned on A. L. A. Pub. Board, 251.
- Fletcher, Mrs. W. I., 260.
- Flinn, Agnes E., 260.
- Flint, Col. Weston, 260.
- Flint, Mrs. Weston, 260.
- Florida, lib. gifts to (Cole), 100.
- Follansbee, Alice C., 260.
- Folsom, C., Bost. Athenæum L. card catalog (Cutter), 192.
- Foreign documents, rpt. of A. L. A. com. on, 129.
- Forrest, Gertrude E., 260.
- Forsyth, Walter G., 260.
- Foss, Sam. Walter, 260.
- Foster, W. E., 260.
- Fox, Mrs. Mary A., 260.
- Francis, Mary, 260.
- Freeman, Marilla W., 260; com. on affiliation of A. L. A. with women's clubs, 251.
- French, Mrs. C. H., 260.
- Friedley, Georgia A., 260.
- Frinsdorf, Emily O., 260.
- Fuller, Edith D., 260.
- Fuller, Frances Howard, 260.
- Furbish, Alice C., 260.
- Gaffin, Frances E., 260.
- Galbreath, C. B., 260.
- Ganley, Marie, 260.
- Gardner, Eva S., 260.
- Garland, Caroline H., 260.
- Garretson, Harriet E., 260.
- Garrison, Frank W., 260.
- Garrison, Mrs. F. W., 260.
- Garvin, Ethel, 260.
- Gates, Edith M., 260.
- Gay, Ernest L., 260.
- Gay, Frank B., 260; Bost. P. L. catalog, 191; capitalization, 194-195.
- Gay, Mrs. F. B., 260.
- Gay, Helen K., 260.
- Georgia, lib. gifts to (Cole), 100.
- Gibbons, Rosa M., 260.
- Gibbs, Miss E. N., 260.
- Gibbs, Laura R., 260.
- Gifford, W. L. R., 260.
- Gifford, Mrs. W. L. R., 260.
- Gift extremely rare (Lord), 34-37, 171.
- Gifts and bequests, rpt. on (Cole), 97-119, 135; A. L. A. discussion, 135.
- Gilbert, Emma H., 260.
- Gilbert, Walter M., 260.
- Gile, Jessie S., 260.
- Gilmore, L. B., A. L. A. com. on foreign docs., 129.
- Gleason, H. W., 260.
- Gleason, Mrs. H. W., 260.
- Godard, G. S., 260.
- Godard, Mrs. G. S., 260.
- Goddard, E. M., 260.
- Goddard, Mrs. E. M., 260.
- Goding, Sarah E., 260.
- Goeks, Hedwig M., 260.
- Goldberg, Bessie, 260.
- Goodale, Grace, 260.
- Gookin, E., 260.
- Gorse, Helen, 260.
- Gould, C. H., 260; rpt. of A. L. A. com. on foreign docs., 129; where place books on applied science in university libs., 177-178; treatment of music in Bost. P. L. catalog, 191; chairman A. L. A. Catalog Sec., 202.
- Government documents. *See* Public documents.
- Gracie, Helen, 260.
- Graffin, Frances, 260.
- Granger, Anne C., 260.
- Graniss, Ruth S., 260.
- Gray, Paul E., 260.
- Green, Carrie S., 260.
- Green, S., 260.
- Green, Walter C., 260.
- Greene, Charlotte W., 260.
- Greenleaf, Arthur P., 260.
- Greenman, E. May, 260.
- Grierson, Mrs. E. S., 260.
- Groves, Charlotte E., 260.
- Guerrier, Edith, 260.
- Guggenheimer, Aimée, 260.
- Guide to the literature of Am. hist. (Fletcher) 83, 150, (Iles) 151-152, (A. L. A. com. on resolutions) 171.
- Guild, Mrs. C., 260.
- Guild, Dr. E. A., letter on Libas.' Convention of 1853, 120, 121.
- Hadley, Anna, 260.
- Hafner, Alfred, 260.
- Hagar, Sarah C., 260.
- Haines, Helen E., 260; recorder A. L. A., 166; suggestion for programs of state lib. assns., 247.
- Hall, Belle S., 260; children's work at Brighton Branch Boston P. L., 222.
- Hall, Drew B., 260.
- Hall, Mrs. Drew B., 260.
- Hall, E. Frances, 260.
- Hamant, G. R., 260.
- Hamant, Mrs. G. R., 260.
- Hamilton, Geneva R., 260.
- Handbook of American libraries (Fletcher), 84; rpt. A. L. A. com. (Teggart), 128; A. L. A. discussion, 128.
- Hannum, Charlotte K., 260.
- Hanson, J. C. M., 260; chairman A. L. A. Catalog Sec., 187; treatment of music in Bost. P. L. catalog, 191; proposition once made for cataloging L. of Congress, 192; capitalization, 192-197, 199-201.
- Harris, Isabella, 260.
- Harrison, Joseph LeRoy, 260.
- Hart, Mildred, 261.
- Hartich, Mrs. Alice D., 261.
- Hartwick, Howard B., 261.
- Hartwick, Mrs. H. B., 261.
- Harvard Univ. L., penalties in (Lane), 130; catalog (Lane) 187-190, (A. L. A. Catalog Sec. discussion) 190, 192; rules for capitalization (Cutter) 193, (Tillinghast) 199-200.
- Hasse, Adelaide R., 261.
- Hastings, C. H., 261; card distribution work of the L. of Congress, 67-71, 156; time of distribution of printed cards, 162.
- Haupt, Lura S., 261.
- Haven, Georgetown, 261.
- Haven, Phebe P., 261.
- Hawkins, Emma J., 261.
- Hawkins, Mrs. G., 261.
- Hawley, Frances B., 261; visitors for home libs., 222; training for lib. organizers, 232.
- Hawley, Mary E., 261; sec. A. L. A. Catalog Sec., 187.
- Hayes, Edith B., 261.
- Haynes, Emily M., 261.
- Haynes, Frances E., 261.
- Hazeltine, Mary E., 261; Chautauqua lib. training course, 233; Olean lib. Institute, 234.
- Heath, Rose, 261.
- Heatwole, Mrs. E. R., 261.
- Hedge, F. H., 261; central lib. catalog in branch libs., 165.
- Helena, Mont., invitation to A. L. A. to meet in, 249.
- Hellings, Emma L., 261.
- Hemmings, Anita, 261.
- Henderson, Maude, 261; A. L. A. Catalog Sec. com. on nominations, 187.
- Henry W. E., 261; reduced postal rates for lib. books, 235.
- Hensel, Martin, 261; discount to libs., 143.
- Hepburn, W. M., 261.
- Herbert, Clara W., 261.
- Herron, Leonora E., 261.
- Hewett, Jane A., 261.
- Hewins, Mrs. C. A., 261.
- Hewins, Caroline M., 261; rpt. on list of children's books with children's annotations, 79-82, 224; lib. branch in slum settlement, 220; instruction in book-mending, 234.
- Hewins, Lucy C., 261.



- Hicks, Mrs. J., 261.  
 Higbee, Mrs. E. W., 261.  
 Hildebrand, Lee B., 261.  
 Hill, Frank P., 261; administration of branch libs., 46-50, 165; discussion of A. L. A. constitution, 155; branch lib. lecture rooms, 164; central lib. catalog at branch lib., 165; books in branch libs., 166.  
 Hill, Frank P., Jr., 261.  
 Hill, Harriet F., 261.  
 Hinckley, G. L., 261.  
 Hine, J. W., 261.  
 Hitchcock, Grace L., 261.  
 Hitchler, Theresa, 261; visitors for home libs., 222.  
 Hoagland, Merica L., 261; cost of branch libs., 163; campaign of education by state lib. commission, 223-230; visits from state commission, 231; lib. training classes, 232.  
 Hodge, Mrs. H. E., 261.  
 Hodges, N. D. C., 261; rpt. of A. L. A. com. on lib. administration, 86-91; selection of scientific books, 148; A. L. A. council, 166; bibliographies vs. dictionary catalogs, 178-180; difficulties in cataloging, 185-186.  
 Hollingworth, Ida F., 261.  
 Holston, Isabel, 261.  
 Home delivery (A. L. A. com. on lib. administration), 88.  
 Home libraries and reading clubs (Sackett) 72-75, 220, (A. L. A. discussion) 220-223.  
 Hooper, Louisa M., 261.  
 Hopkins, Anderson H., organization and administration of university libs., 10-16, 172; discussion of univ. lib. methods, 177; departmental equipment subordinate in univ. libs., 178; change in functions of Ill. State Lib. Assoc., 238.  
 Hopkins, Mrs. A. H., 261.  
 Hosmer, Dr. J. K., 261; insufficiency of lib. penalties, 131; branch lib. plans, 163-164; pres. A. L. A., 166; rpt. of A. L. A. com. on resolutions, 171.  
 Houghton, Celia M., 261.  
 Houghton, Miss E. G., 261.  
 Houghton, J. C., 261.  
 Hume, Jessie F., 261.  
 Humphrey, Gertrude P., 261.  
 Humphrey, L. D., 261.  
 Hunkins, Grace H., 261.  
 Hunt, Clara W., 261; classification of children's books, 224; fon com. on co-operative list of children's books, 226.  
 Hunt, E. B., 261; catalog of Bost. P. L., 25-28, 190; discussion of cataloging methods, 190-192.  
 Hurter, Florence D., 261.  
 Husted, Harriet F., 261.  
 Hutchins, Fernald A., 261.  
 Hutchins, Frank A., 261; A. L. A. com. on co-operation with N. E. A., 127; getting libs. for small communities, 230-231.  
 Hutchinson, Susan A., 261.  
 Idaho, lib. gifts to (Cole), 101.  
 Iles, G., resigns from A. L. A. Publishing Board (Fletcher), 83; Guide to the literature of Am. Hist. (Fletcher) 83, (A. L. A. com. on resolutions) 171; evaluation of literature (Fletcher), 150, 151; general bibl. work, 151-152.  
 Ilion, N. Y., lib. institute held at (Underhill), 247.  
 Illinois, lib. gifts to (Cole), 101; change in functions of state lib. assoc. (Hopkins), 238.  
 Incunabula, rpt. on list of (Thomson), 152-153.  
 Indexing, periodical literature (Fletcher), 129; as supplanting dictionary card catalog (Kroeger), 180-182.  
 Indiana, lib. gifts to (Cole), 101, 102.  
 Institutes. See Library institutes.  
 International catalog of scientific literature, rpt. of A. L. A. com. on internat. co-operation, 126.  
 International co-operation, rpt. A. L. A. com. on, 126.  
 International Correspondence Schools of Scranton, Pa., scientific reference books (Burgess) 60, (Billings) 148.  
 International Publishers' Congress, rpt. of A. L. A. com. on internat. co-operation, 126.  
 Iowa, state docs. (Falkner), 95; lib. gifts to (Cole), 102, 103; summer lib. school (Sharp), 233.  
 Isbister, Jennie E., 261.  
 Isom, Mary, 261.  
 Jackson, Rev. G. A., 261.  
 Jahr, Torstein, 261.  
 James, Hannah P., 261; on Council com. on nominations, 250.  
 James, Miss M. S. R., 261.  
 James, W. J., 261.  
 Janvrin, C. E., 261.  
 Jencks, C. W., 261; Libns.' Convention of 1853, 120-121.  
 Jenkins, Beatrice M., 261.  
 Jenks, Edwin M., 261.  
 John Crerar L., Chicago, bibl. of bibliographies (Andrews), 149; printed catalog cards used by (Andrews), 158-159.  
 Johnson, Miss A. L., 261.  
 Johnson, Arolyn L., 261.  
 Johnson, Edith L., 261.  
 Johnson, Ellen L., 261.  
 Johnson, Mrs. G. G., 261.  
 Johnson, Mary Hannah, 261.  
 Johnson, Ortha B., 261.  
 Johnston, C. D., 261.  
 Johnston, D. V. R., 261.  
 Johnston, Mrs. D. V. R., 262.  
 Johnston, W. Dawson, Work of Division of bibl., L. of Congress, 61-67; English hist. cards (Fletcher), 84.  
 Jones, E. Louise, 262.  
 Jones, Gardner M., 262; rpt. of A. L. A. treas., 122-123; treas. A. L. A., 166; capitalization, 195; subject headings for children's catalog, 224.  
 Jones, Mrs. G. M., 262.  
 Jones, Mrs. J. A., 262.  
 Jones, Ralph K., 262.  
 Jordan, Alice D., 262; sec. A. L. A. Section for Children's Libns., 227.  
 Josephson, Aksel G. S., 262; plan for the organization of an institute for bibliographical research, 61-62, 147; capitalization, 193, 195, 197, 201.  
 Judd, L. S., 262.  
 Kansas, bibl. of state docs. (Falkner), 95; lib. gifts to (Cole), 103.  
 Katz, Louise W., 262.  
 Kautz, F. R., 262.  
 Kavana, Julia D. W., 262.  
 Keefer, Jessie G., 262.  
 Keenan, J. J., 262.  
 Keenan, Matthew T., 262.  
 Keller, Helen R., 262.  
 Keller, Helen T., 262.  
 Kellogg, Louise P., 262.  
 Kellogg, Paul C., 262.  
 Kelly, H. J., 262; attendance of trustees at A. L. A. meetings, 219.  
 Kelly, Mrs. H. J., 262.  
 Kelso, Tessa L., 262; A. L. A. com. on relations of libs. with book trade, 143; discount to libs., 145-146.  
 Kennard, Louise, 262.  
 Kent, H. W., 262.  
 Kentucky, lib. gifts to (Cole), 103.  
 Keogh, And., 262; capitalization, 201.  
 Kerr, Helen J., 262.  
 Kerr, Willis H., 262.  
 Keyes, Virginia M., 262.  
 Kilburn, Mrs. Harriet M., 262.  
 Kimball, W. C., 262.  
 King, Ellen, 262.  
 Kingsman, Helene A., 262.  
 Kinsman, Carrie H., 262.  
 Kirkland, Marion P., 262.  
 Kite, Agnes C., 262.  
 Knight, Marion A., 262.  
 Koch, Theodore W., 262.  
 Koopman, Harry L., 262.  
 Koster, Caroline L., 262.  
 Kroeger, Alice B., 262; Guide to the study and use of reference books (Fletcher), 83; dictionary catalogs vs. bibliographies, 180-182; capitalization, 193, 195.  
 Kyle, Bertha G., 262.  
 Kyle, Clara A., 262.  
 Laboratories and departmental libs. (Canfield), 175. See also Museums.  
 Lamb, Elliza, 262.  
 Lambert, Cecilia C., 262; how a state lib. assoc. can arouse interest in localities without lib. facilities, 238-239.  
 Lamprey, Mary L., 262.  
 Lane, Belle, 262.  
 Lane, Mrs. C. M., 262.  
 Lane, Mrs. Evelyn N., 262.  
 Lane, L. P., 262; capitalization, 199, 202.  
 Lane, W. C., 262; printed catalog cards for public docs., delay in distribution of current docs., 130; lib. penalties, 130; lib. graduates' salaries, 130; discussion of A. L. A. constitution, 154; card cutter for printed catalog cards, 162; discussion of Hopkins's address on the university lib., 172-174; catalog of Harvard College L., 187-190, 192; how may card catalogs be reduced? 191; capitalization, 195.  
 Larned, J. N., ed. Guide to the literature of Am. hist. (Iles), 151.  
 Larsen, Martha, 262.  
 Lawrence, Etta F., 262.  
 Leach, Margaret, 262.  
 Lerner, Lucie A., 262.  
 Lease, Evelyn S., 262.  
 Leavitt, Lucila K., 262.  
 Le Clear, Minnie, 262.  
 Lectures, to factory employees (Burgess), 60; in branch libs. (A. L. A. discussion), 163-165.  
 Lee, Francis H., 262.  
 Lee, G. W., 262.  
 Lefavour, H., 262.  
 Le Huray, Louise, 262.  
 Leighton, Mrs. Flora H., 262.  
 Leipziger, Dr. H. M., 262; A. L. A. Trustees' Sec. com. on nominations, 204; relation of trustees to libs., 208.  
 Leipziger, Pauline, 262.  
 Lemcke, Ernst, A. L. A. com. on indexes and title-pages to periodicals, 129.  
 Lenox, L., consolidation of N. Y. P. L. (Billings), 215.  
 Leonard, Grace, 262.  
 Lewis, Kate, 262.  
 Lexington, Mass., A. L. A. excursion to, 253.  
 Libbie, F. J., 262.  
 Librarians, requisite qualifications for branch libs. (Hill), 50; salaries, (A. L. A. discussion) 137-140, (Dewey) 218; relations with trustees (Corey) 203-204, (A. L. A. Trustees' Sec. discussion) 206-208, (Rosengarten) 209-210, (Dewey) 217-218; past and present (Putnam), 216-217.  
 Librarians' Convention of 1853 (Jencks), 120.  
 Libraries, Handbook of Am.

- (Fletcher), 84; in normal schools (Dana), 126-127, (Ahern), 127; rpt. on Handbook of Am. (Teggart), 123; printing of Handbook (A. L. A. discussion), 123; from a trustee's point of view (Rosengarten), 208-212.
- Library administration, rpt. A. L. A. com. on (Wellman, Eastman, Hodges), 86-91.
- Library institutes (A. L. A. com. on lib. administration), 89, 90; account of Olean institute (Hazeltine), 234; benefits of (Canfield), 241-245; difficulties of (Dana), 245-247; account of Ilion institute (Underhill), 247.
- Library of Congress, librs.' duty to (Billings), 3; Division of bibl. (Johnston), 63-67; printed catalog cards (Hastings), 67-71, 150, (Fletcher), 83, 149-150, (A. L. A. com. on lib. administration) 86-88, (com. on internat. co-operation) 126, (A. L. A. discussion) 130, 150-163, (Kroeger) 180, 181, (Andrews), 183, (Rosengarten) 211; exhibit for La. Purchase Exposition, 140; compilation of bibl. proposed by A. L. A. com. on Am. dissertations, 186; proposition once made for cataloging (Hanson), 192; capitalization rules (A. L. A. Catalog Sec. discussion), 193; card catalog (Rosengarten), 211; work (Putnam), 212-215.
- Library problems of to-morrow (Billings), 1-9.
- Library tracts, (Fletcher) 83; scope (Fletcher), 150.
- Library training, rpt. of A. L. A. com. on (Bostwick), 135-136, 251; A. L. A. discussion, 136-140; for organizing work (A. L. A. discussion), 231-233; in lib. architecture needed (Brigham), 231-232; Chautauque course (Hazeltine), 233; summer school courses (Sharp), 233; Olean institute (Hazeltine), 234; through the state lib. assoc. (Dewey), 237-238.
- Lincoln, Roland C., 262.
- Lindsay, Mary, 262.
- List of books for girls and women (Fletcher), 84, 150.
- Little, G. T., 262; A. L. A. finance com., 123, 251.
- Livermore, Mrs. Susan E., 262.
- Locke, J. S., 262.
- Lochman, Harriet D., 262.
- Lord, Isabel Ely, 262; gift extremely rare, 34-37, 171; A. L. A. com. on co-operation with N. E. A., 127.
- Loring, Misses, reception given to A. L. A. by 253, (A. L. A. com. on resolutions), 171.
- Louisiana, lib. gifts to (Cole), 104.
- Louisiana Purchase Exposition, "See A. L. A. exhibit."
- Lowell, James A., 262.
- Lyman, Alice, 262.
- Lyman, Bertha H., 262.
- Lyman, Mary E., 262.
- Lynde, Sarah A., 262.
- McCaine, Mrs. Helen J., 262.
- McConnell, Lillian B., 262.
- McCullough, Elizabeth, 262.
- McCurdy, Robert M., 262.
- McDevitt, Cora E., 262.
- McDowell, Grace E., 263.
- McGuffey, Margaret D., 263.
- McIntire, Elizabeth H., 263.
- McIntire, Mary A., 263.
- Mackay, Margaret S., 263.
- Mackay, Susan H., 263.
- McKee, Miss, 263.
- McKinnon, Barbara, 263.
- McKirdy, Alice E., 263.
- McMahon, Rev. Joseph H., 263.
- McMillan, Mary, 263.
- McMillan, Elizabeth McN., 263.
- McMullen, Grace L., 263.
- McRitchie, Euphemia D., 263.
- Macrum, Mary F., 263.
- McSweeney, M. Agnes, 263.
- Macurdy, Theodora E., 263.
- Madison (Wis.) P. L., lectures to factory employees (Burgess), 60.
- Magnolia, Mass., A. L. A. excursions in, 253.
- Mahoney, Jeremiah T., 263.
- Maiers, W. C., 263.
- Maine, lib. gifts to (Cole), 104.
- Maitland, Alex., trustee A. L. A. endowment fund, 166.
- Malkan, H., 263.
- Malthie, Anne, 263.
- Malthy, Mrs. S. B., 263; on com. on co-operative list of children's books, 226.
- Mann, Olive L., 263.
- Manning, R. C., 263.
- Mansfield, Mrs. Julia W., 263.
- Marsh, Alice F., 263.
- Marsh, Lillian A., 263.
- Marsh, Louise T., 263.
- Marsh, Louise V., 263.
- Martel, C., 263; capitalization, 200, 201.
- Marvin, G. R., 263.
- Maryland, lib. gifts to (Cole), 104.
- Mason, Edith H., 263.
- Mason, Ethel W., 263.
- Massachusetts, lib. gifts to (Cole), 104-107.
- Massachusetts L. Club, greeting to A. L. A. (Wellman), 134-135.
- Masters, Lydia W., 263.
- Martin, Mary E., 263.
- Matthews, Harriet L., 263.
- Mayberry, Bertha B., 263.
- Mayberry, Carrie C., 263.
- Mayhew, Esther M., 263.
- Medlicott, Mary, 263.
- Mellen, Helen L., 263.
- Memphis, Tenn., invitation to A. L. A. to meet in, 249.
- Merrill, Bertha H., 263.
- Merrill, Ella F., 263.
- Merrill, Mrs. Emily A., 263.
- Merrill, F. W., 263.
- Meyer, Emma, 263.
- Meyer, Hermann H. B., 263.
- Meysenburg, Theodore August, necrology, 123.
- Michigan, lib. gifts to (Cole), 107.
- Middleton, Jean Y., 263.
- Miersch, Ella E., 263.
- Miller, Eva L., 263.
- Miller, Grace, 263.
- Miller, Mabel H., 263.
- Milton (Mass.) P. L., home delivery in (A. L. A. com. on lib. administration), 89.
- Minnesota, lib. gifts to (Cole), 107, 108.
- Missouri, lib. gifts to (Cole), 108.
- Mitchell, Gertrude E., 263.
- Mitchell, Sydney B., 263.
- Moffat, Mary, 263.
- Montana, lib. gifts to (Cole), 108.
- Montgomery, T. L., 263; A. L. A. com. on Handbook of Am. librs., 128; attack of Am. Booksellers' Assoc. upon Dewey, 143; sec. A. L. A. Trustees' Sec., 203, 219.
- Moody, Henrietta, 263.
- Mooney, G. V., 263.
- Mooney, Katherine G., 263.
- Moore, Annie C., 263.
- Morrison, Homer, 263.
- Morrison, Mrs. Mary, 263.
- Morse, Anna L., 263.
- Morse, Carrie L., 263.
- Morse, Maud M., 263.
- Morton, A. Louise, 263.
- Moulton, J. Grant, 263.
- Mudge, Isadore G., 263.
- Mulliken, Clara, 263.
- Mullon, Lydia, 263.
- Mullon, Mrs. O. A., 263.
- Murray, Grace L., 263.
- Museums, in connection with university librs. (Hopkins) 11-12, (Lane) 172-173. *See also* Laboratories and departmental librs.
- Music, Bost. P. L. catalog (A. L. A. Catalog Sec. discussion), 190-191.
- Myler, Mary, 263.
- Nashville, Tenn., invitation to A. L. A. to meet in, 249.
- National Assoc. of State Librarians, and A. L. A. State Library Section, 250-251.
- National Educational Assoc. Lib. Section, rpt. of A. L. A. com. on co-operation with (Dana) 156-157, Ahern, 127, (Council) 251; and A. L. A. co-operative list of children's books, 226.
- Nebraska, lib. gifts to (Cole), 108.
- Neill, Ella F., 263.
- Nelson, C. A., 263; sec. *pro tem*. College Sec., 172; Dr. Abbot's cataloging, 190; early card catalogs in France, 192; capitalization, 193, 197-198.
- Nelson, Peter, 263.
- Newell, Louise E., 263.
- Net price system. *See* Discount to librs.
- Nevada, lib. gifts to (Cole), 109.
- New Hampshire, lib. gifts to (Cole), 109.
- New Jersey, lib. gifts to (Cole), 109, 110.
- New Mexico, lib. gifts to (Cole), 110.
- New York Free Circulating L., consolidation with N. Y. P. L. (Billings), 216.
- New York P. L., consolidation (Rosengarten), 211; organization (Billings), 215-217.
- New York state, lib. gifts to (Cole), 110-113.
- New York state L. Association, lib. institutes conducted by (Canfield), 241-245.
- New York State L. School, methods of training (Bostwick), 136.
- Newfoundland, lib. gifts to (Cole), 118.
- Newhall, Emma E., 263.
- Newhall, Mrs. H. E., 263.
- Newman, Alice H., 263.
- Newton, Miss E. J., 263.
- Nicholl, Mary W., 263.
- Nichols, Adelaide A., 264.
- Nichols, Emma O., 264.
- Norcross, F. Mabel, 264.
- North Carolina, lib. gifts to (Cole), 113.
- North Dakota, lib. gifts to (Cole), 113.
- Nutting, G. E., 264.
- Nye, Elizabeth C., 264.
- Oakley, Christina Van Allen, 264.
- Oakley, Minnie M., 264.
- Oberly, Beatrice C., 264.
- Odell, Helen P., 264.
- Ohio, lib. gifts to (Cole), 113, 114.
- Oklahoma terr., lib. gifts to (Cole), 114.
- Olcott, Frances J., 264; subject headings for children's books, 234; declines election as chairman Children's Librs.' Section, 237.
- Olean, N. Y., lib. institute at (Hazeltine), 234.
- Oregon, lib. gifts to (Cole), 114.
- Osborn, Mrs. Anna F., 264.
- Osborn, Emily B., 264.
- Osborn, Lyman P., 264.
- Osborn, Mrs. Lyman F., 264.
- Osborne, Robert W., 264.
- Overton, Florence, 264.
- Owen, Esther B., 264.

- Packard, Mary F., 264.  
 Page, Walter H., 264; closer relation between libns. and publishers, 166-171.  
 Pains and penalties in lib. work (Bostwick), 29-34, 130, (A. L. A. discussion) 130-133.  
 Palmer, Alice G., 264.  
 Palmer, Bertha, 264.  
 Palmer, Henrietta R., 264.  
 Palmer, W. Millard, 264.  
 Parham, Nellie E., 264.  
 Parker, Bessie L., 264.  
 Parker, Haida M., 264.  
 Parker, S. R., 264.  
 Parker, W. A., 264.  
 Parshley, Lillian E., 264.  
 Parsons, A. J., 264.  
 Partridge, Myra R., 264.  
 Patch, Mrs. Emily D., 264.  
 Patten, Frank C., 264.  
 Patterson, Marian, 264.  
 Patton, Norman S., relation of trustees to libns., 208.  
 Paul, Florence, 264.  
 Parson, Kate O., 264.  
 Pease, Grace, 264.  
 Peck, Dr. Elizabeth, 264.  
 Peck, Nina A., 264.  
 Peckham, Dr. G. W., 264.  
 Pennsylvania, lib. gifts to (Cole), 114.  
 Peoples, W. T., 264; rpt. of A. L. A. com. on relation of libns. with book trade, 142-143; discount to libns., 146; A. L. A. council, 166; chairman com. on relations with book trade, 250.  
 Pepper, Elsie L., 264.  
 Periodicals, printed cards for (Fletcher), 83; printed cards issued by Bibl. Soc. of Chicago for indexing lib. (Fletcher), 84; rpt. of A. L. A. com. on indexes and title-pages to, 128-129; co-operative finding lists (Rosengarten), 209.  
 Perley, Clarence W., 264.  
 Perry, Chesley R., rpt. on co-operative list of children's books, 220.  
 Perry, Lucy W., 264.  
 Pettee, Julia E., 264.  
 Petty, Annie E., 264.  
 Philadelphia (Pa.) F. L., incunabula list (Thomson), 152, 153.  
 Phillips, Mary E., 264.  
 Phillips, LeRoy, 264.  
 Picture bulletins, Pratt Inst. L. School (Bostwick), 136.  
 Pierce, Col., 264.  
 Pierce, Frances, 264.  
 Piper, W. T., 264.  
 Plummer, Mary W., 264; A. L. A. com. on internat. co-operation, 126.  
 Poirier, Lydia M., 264.  
 Poland, Myra, 264.  
 Pollock, Mary H., 264.  
 Pond, Nancy M., 264.  
 Poole, Franklin O., Guide to the literature of Am. hist. (Iles), 151.  
 Pope, Alice E., 264.  
 Porter, W. T., 264.  
 Porto Rico, lib. gifts to (Cole), 118.  
 Portrait index (Fletcher), 84, 150, 151.  
 Pospishell, Lillian, 264.  
 Postal rates, reduced, for lib. books (Dewey) 235, (A. L. A. discussion), 235; Council asked to endorse, 235; Council resolution on, 250; committee discontinued, 250.  
 Potter, A. C., 264.  
 Power, Effie L., 264; on com. on co-operative list of children's books, 226.  
 Pratt Institute L. School, methods of training (Bostwick), 136.  
 Prentice, Alice M., 264.  
 Prescott, Annie, 264.  
 Price, Helen U., 264.  
 Printed catalog cards, issued by L. of Congress (Hastings) 67-71, 156, (A. L. A. com. on lib. administration) 86-88, (A. L. A. com. on internat. co-operation) 126, (Fletcher) 149-150, (A. L. A. discussion) 156-163, (Andrews) 183, (Rosengarten) 211, (Putnam) 213-214; by A. L. A. Publishing Board (Fletcher), 83, 84, 149-150; for periodicals (Fletcher), 83; for "misc. sets" (Fletcher), 83, 84; for indexing bibl. pubs. (Fletcher), 84; for Eng. hist. (Fletcher), 84; for A. L. A. catalog (Fletcher) 84, (Hodges) 180, (Kroeger) 181; for U. S. docs. (A. L. A. discussion), 130; cataloging less costly by use of (Kroeger), 180; for children's books (Brett), 223-224. *See also* Travelling catalogs.  
 Public documents, rpt. A. L. A. com. on (Falkner), 92-96, 130; bill for better distribution to libns. (Falkner), 96; A. L. A. discussion, 130; A. L. A. resolutions on, 251; R. F. Falkner, chairman A. L. A. com. on, 251. *See also* Foreign documents, State documents.  
 Public library, relation of trustee to (Canfield) 204-206, (A. L. A. discussion) 206-208.  
 Public libraries and publicity (Swift), 171.  
 Publishers, A. L. A. com. on relations of libns. with book trade, 142-143; net price system (A. L. A. discussion) 143-146, 153-156, (A. L. A. Council) 171; closer relation between libns. and (Page), 166-171.  
 Puffer, Dorothy, 264.  
 Pugsley, Maud M., 264.  
 Purinton, Pearle L., 264.  
 Putnam, Beatrice, 264.  
 Putnam, Herbert, printed catalog cards for public docs., 130; work of Division of Bibl. of L. of Congress (Johnston), 148; printed catalog cards issued by L. of Congress, 156-157, 159-163; work of L. of Congress, 212-215; on Council com. on nominations, 250.  
 Quimby, —, responsibility of the trustee, 200.  
 Quimby, Cora A., 264.  
 Rabardy, Etta L., 264.  
 Rae, Nellie L., 264.  
 Rahn, Lucy, 264.  
 Ranck, S. H., A. L. A. com. on internat. co-operation, 126.  
 Randall, Clara H., 264.  
 Rankin, G. W., 264.  
 Rantoul, Robert S., 264.  
 Raub, Ruth D., 264.  
 Ray, Elizabeth C., 264.  
 Ray, Frances K., 264.  
 Ray, R., Jr., 264.  
 Ray, Mrs. R., 264.  
 Read, Carrie E., 264.  
 "Reading for the young," new edition to be prepared by A. L. A. Section for children's libns., 227.  
 Reading clubs, home libns. and (Sackett) 72-75, (A. L. A. discussion) 220-223.  
 Reed, Mrs. Elizabeth T., 264.  
 Reed, G. E., 264.  
 Reference books, Kroeger's Guide (Fletcher), 83.  
 Renewal, by telephone (A. L. A. com. on lib. administration), 91; fines minimized by (Thomson), 133.  
 Reznor, Adaline T., 264.  
 Rhode Island, state libn. (Falkner), 95; lib. gifts to (Cole), 115.  
 Rice, Mrs. H. R., 264.  
 Rice, Prescott C., necrology, 124.  
 Richardson, Miss, 264.  
 Richardson, E. C., A. L. A. com. on internat. co-operation, 126; A. L. A. council, 166.  
 Richmond, Lucy C., 264.  
 Rick, Bertha E., 265.  
 Ricker, Ella W., 265.  
 Ridgeway, Edith, 265.  
 Ritchie, J., 265.  
 Ritter, Jessie L., 265.  
 Robbins, Mary E., 265.  
 Roberts, Flora B., 265.  
 Robinson, Alice M., 265.  
 Robinson, J., 265.  
 Robinson, Mabel F., 265.  
 Roden, Carl B., 265; organization of bibl. work in the past, 147.  
 Rodgers, Anna H., 265.  
 Rodgers, Florence S., 265.  
 Root, A. S., 265; chairman A. L. A. College Sec., 172.  
 Root, Mrs. Mary E. S., 265.  
 Ropes, Rev. W. L., 265.  
 Rose, Alice L., 265.  
 Rosengarten, J. G., Am. libns. from a trustee's point of view, 208-212.  
 Rosenthal, Herman, 265.  
 Rule, Elizabeth E., 265.  
 Russell, Mabel M., 265.  
 Sackett, Gertrude, 265; home libns. and reading clubs, 72-75, 220, 221, 222-223.  
 St. Louis, Mo., invitation to A. L. A. to meet in 1904, 249.  
 Salaries in lib. work (A. L. A. discussion) 137-140, (Dewey) 218.  
 Salem, Mass., A. L. A. excursion to, 253.  
 Sanborn, Alice E., 265.  
 Sanders, Mrs. Minerva A., 265.  
 Sargent, Abbie L., 265.  
 Sargent, Mary E., 265.  
 Sawyer, Esther W., 265.  
 Sawyer, Ida E., 265.  
 Sawyer, Jessie S., 265.  
 Sawyer, Mary, 265.  
 Saxe, Mary S., 265.  
 Schmidt, Alfred F. W., 265.  
 Schools, and libns. (Billings), 1-3; libns. in normal (Dana) 126-127, (Ahern) 127.  
 Scientific literature, selected list (Burgess), 56-60, 147; availability of selected list (A. L. A. discussion), 146-147; selection (Hodges), 148. *See also* International catalog.  
 Scott, Mrs. Adele C., 265.  
 Scott, Angeline, 265.  
 Scott, W., 265.  
 Scribner, C., correspondence in regard to book trade (Peoples), 142-143.  
 Seaboard Air Line traveling libns., lib. gifts to (Cole), 115.  
 Sears, Alice W., 265.  
 Secombe, Annabell C., 265.  
 Seemuller, Mary, 265.  
 Seymour, May, 265.  
 Sharp, Katharine, 265; A. L. A. com. on resolutions, 171; lib. administration in Univ. of Ill., 177; special training for lib. organizers, 231; summer lib. courses, 233.  
 Shattuck, Mrs. M. F., 265.  
 Shaw, Bertha M., 265.  
 Shaw, Laurence M., 265.  
 Shaw, R. K., 265.  
 Shaw, R. T., 265.  
 Shepard, Alice, 265.  
 Shepard, Mrs. Harriet A., 265.  
 Sheridan, Margaret A., 265.  
 Sheridan, Mary C., 265.  
 Sherrill, Grace M., 265.  
 Shippen, Rev. Rush R., 265.  
 Shumway, Marion H., 265.  
 Shurtleff, Nathaniel B., classification system in Bost. P. L. (Whitney), 22.  
 Sickley, J. C., 265.  
 Siddall, Lucy L., 265.  
 Simmons, Edith O., 265.  
 Simpson, Frances, 265.  
 Simpson, Medora J., 265.



- White, Gertrude F., 267.  
 White, *Mrs.* Joseph N., 267.  
 Whiteman, Edna, 267.  
 Whitmore, L. H., 267.  
 Whitney, *Mrs.* Carrie W., 267.  
 Whitney, H. M., 267.  
 Whitney, *Mrs.* H. M., 267.  
 Whitney, James Lyman, 267; incidents in the hist. of the Bost. P. L., 16-24, 166; greets A. L. A., 120; A. L. A. financial com., 123, 126, 251; Harvard College L., catalog, 190; first printed catalog, 192.  
 Whitney, James L., 2d, 267.  
 Whitney, Solon F., 267.  
 Whittemore, B. A., 267.  
 Whittemore, Edith A., 267.  
 Whitten, Robert H., 267.  
 Whitten, *Mrs.* Robert H., 267.  
 Whittier, Florence, 267.  
 Whittier, Sara H., 267.  
 Whittlesley, Julia M., 267.  
 Wiggins, Pauline G., 267.  
 Wildman, Bertha S., 267.  
 Wildman, G., 267.  
 Wildman, Linda F., 267.  
 Wilkerson, Elizabeth B., 267.  
 Willard, *Mrs.* Ashton R., 267.  
 Willcox, Frank G., 267.  
 Williams, Lizzie H., 267.  
 Williams, Mary, 267.  
 Williams, Olive, 267.  
 Wilson, Mary H., 267.  
 Winchell, F. Mabel, 267.  
 Winchester, J. H., 267.  
 Winne, Grace L. M., 267.  
 Winsor, Beatrice, 267; chairman State Library Associations Round Table Meeting, 236; work of state lib. assoc., 238; difficulties of lib. institutes, 245.  
 Winsor, *Mrs.* Mary G., 267.  
 Winterrowd, *Miss* Gentiliska, 267.  
 Wire, *Dr.* G. E., 267.  
 Wise, Flora E., 267.  
 Wisconsin, lib. gifts to (Cole), 116-118.  
 Wisconsin Library Commission, summer course in care of public docs. (Falkner) 96, (Sharp), 233.  
 Witham, Eliza, 267.  
 Women's clubs, com. on affiliation of A. L. A. with, 251.  
 Wood, Florence A., 267.  
 Wood, Grace W., 267.  
 Woodman, C. Belle, 267.  
 Woodman, Caroline A., 267.  
 Woodman, Mary S., 267.  
 Woodruff, Edmund W., 267.  
 Woodruff, Eleanor B., 267.  
 Woodworth, Florence, 267.  
 Woodworth, Margaret, 267.  
 Wootten, Katharine, 267.  
 Worthen, Carrie M., 267.  
 Wright, C. E., 267.  
 Wright, Jennie C., 267.  
 Wright, Furd B., 267.  
 Wyer, Malcolm, teller for election of officers, 147.  
 Wyman, A. L., 267.  
 Wyman, *Mrs.* A. L., 267.  
 Young, Hester, 267.  
 Young, Lucy A., 267.  
 Yust, W. F., 267.





